



Attendance & Lateness Policy

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Aims

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

- Promote good attendance and reduce absence, particularly severe and persistent absence;
- Ensure every pupil has access to full-time education to which they are entitled;
- Act 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 [Working Together to Improve School Attendance](#) for maintained schools, academies, independent schools and local authorities (September 2022) 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. 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% and above attendance amongst all 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 remain above National figures and our high standards of attendance are embedded in our culture. 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

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 via the Arbor App. The schools will start to take action when a student's attendance is below 94%, this will be directed by the Assistant Vice Principal.

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 Assistant Vice Principal with responsibility for the Attendance & Punctuality policy; challenge the Assistant Vice Principal to account when presenting data and policies/practices to meet the needs of all students and uphold the highest of expectations. The governors can also be called upon to assist with Attendance Panel Hearings, 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 via phone or Arbor App to inform us of any pre-planned absences or reasons for non-attendance before the start of the school day on the first day to explain why; If you do not contact the school we will contact you on the first morning of their absence to find out why your child is not in school. 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. 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 home will be contacted informing parents/carers they have been late to school via the Arbor App. 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 C 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. The Education (Pupil Registration) (England) Regulations 2006, as amended by 2016 regulations.

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

on time to their lessons to avoid any sanctions for delaying the start of the lesson, or interrupting the learning of others.

Student attendance 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 attendance and punctuality is available to parents/carers via the Arbor App.

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. 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 morning 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 or verbal explanation from their parent/carer 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 Attendance officer.

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.

Attending school regularly promotes the welfare and safety of children whilst they are not in the care of their parents. Safeguarding is about offering early help and support to children and families, and difficulties with attendance and lateness may be signs that something is worrying the child or that there are difficulties in the home environment. Poor or irregular attendance, persistent lateness, or children missing from education may be considered a safeguarding matter if this places your child at risk of harm.

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 decision to authorise absences is at the discretion of the Headteacher. Examples of unsatisfactory explanations include but are not limited to:

- A pupil's/family member's birthday
- Shopping for uniforms
- Closure of a sibling's school for INSET (or other) purposes
- An unwillingness to attend school, or inability to attend owing to inadequate personal/family organisation
- A refusal to attend school on health grounds but where the pupil is considered well enough to attend
- Holidays taken without the authorisation of the school

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 it will be referred to the Local Authority and be issued with a penalty notice fine or referred to the Local Authority to consider prosecution if the leave of absence is unauthorised for 8 sessions (4 school days) or more. A penalty notice is issued to **each parent for each child**, the penalty being £120 per parent per child (discounted to £60 if paid within 21 days).

We believe that children need to be in school for all sessions that the school is open to them so that they can make the most progress possible. However, we do understand that there are times where a parent may legitimately request leave of absence for a child due to 'exceptional circumstances'. At FGS leave of absence is only granted at the discretion of the Principal. FGS will respond to all applications for leave of absence in writing.

Parents wishing to apply for leave of absence during term time must apply in writing to the Principal at least a month before the planned leave. Other than in emergency, if a written request for leave of absence is not completed and the leave is taken without a request being submitted, the leave will not be considered by the Principal, and it will be marked as unauthorised. FGS will treat each application individually. Retrospective requests will not be considered and will result in the absence being categorised as **unauthorised**. In such cases the school will make a referral to the Local Authority to request that a penalty notice fine is issued or consider prosecution.

A penalty notice request or a referral for prosecution may be submitted to the Local Authority should: -

- The parent fail to submit a leave of absence request in advance of taking the leave.
- An application for a leave of absence is not agreed by the Headteacher but is still taken.
- A longer period is taken more than the agreed number of days.

Pupil Absence for the purposes of Religious Observance

FGS acknowledges the multi-faith nature of British society and recognises that, on some occasions, religious festivals may fall outside school holiday periods and is recognised as such by a relevant religious authority. Where this occurs, the school will authorise the pupil absence only for the actual day of the celebration/festival. Additional days either side will not be authorised. Parents are requested to give advance notice to the school.

Gypsy, Roma and Traveller pupils

When a Gypsy, Roma or Traveller family is trading or otherwise conducting their business in or around Trafford, if a family can reasonably travel back to their base school (see below) then the expectation is that their child will attend full-time. FGS will be regarded as the base school if it is the school where the child normally attends when they are not travelling. However, the pupil must have attended FGS in the last 18 months. Parents can register their children at other schools temporarily while away from their base school; in such cases, the pupil's school place at FGS will be kept open for them whilst travelling. This is to protect them from unfairly losing their place at their school of usual attendance.

To ensure we can effectively support all our pupils, we ask that parents:

- Advise the school of their forthcoming travelling patterns as soon as these are known and before they happen; and
- Inform the school regarding proposed return dates.

This provision applies *only* when the family are engaged in a trade or business that requires them to travel and when the child is attending school as regularly as that trade permits. In these circumstances, parents have a duty to ensure that their children are receiving suitable education when not at school.

Internal Truancy (Missing in Education)

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 "Missing in Education". The Behaviour Policy will be followed and a sanction (1 hour detention) 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 and D).

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 B).

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.

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

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 each half term and focus a 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 A).

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 (Below 90%), 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 Form Tutor or 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

bi-weekly attendance strategy meeting and SLT meetings.

Assistant Vice Principal 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/Form Tutors.

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 culture 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% - 92%). 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. Completes any home visits of students who require a welfare check or have not had communication with home for the third day.

Reduced timetables

All schools have a statutory duty to provide full-time education for all pupils and we are committed to every child's right to a suitable, full-time education offer. In very exceptional circumstances, we may decide to implement a temporary, reduced timetable to meet a pupil's individual needs and only where it is safe to do so.

A reduced timetable will not be treated as a long-term solution and will have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. We will never put a reduced timetable in place without written agreement or meeting to discuss this with the parent/carer and/or other professionals working with the family as appropriate. This intervention will only be used as part of a comprehensive package of support for the pupil; it will be reviewed regularly in partnership with the child, parent and any other relevant professionals working with the family.

Pupils absent from school and receiving remote education still need to be marked as absent in the register.

Alternative provision

Where arrangements have been made for a pupil to attend alternative provision, school attendance staff will be notified and updated about any changes in the arrangements, so they can ensure the registers are marked accordingly. Attendance staff and other relevant colleagues will communicate closely with the AP setting. We will follow up with pupils and parents/carers on any attendance concerns, in conjunction with the AP.

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

Off-site educational activity (B code)

If a pupil is attending an AP setting which is not another school or Pupil Referral Unit for part or all of their education, the school will mark the sessions in which the pupil attends the alternative setting as code B (off-site educational activity). The school will mark any sessions attended at the school with the relevant present code, and any absences with the relevant absent code. Such APs should provide attendance updates daily, unless otherwise agreed, so the school can mark the register accordingly.

Unless otherwise agreed with the AP, the AP is expected to notify the school by 10.00am on the morning of any individual pupil absences, to ensure the school is made aware of any attendance concerns as soon as possible and takes follow up action as necessary.

If attendance and/or safeguarding concerns are identified at any point, the AP is expected to raise these with the school immediately.

Deletions from the Register

At FGS we will add and will only delete pupils from our school roll in line with the Pupil Registration Regulations. In most circumstances, we will know in advance about pupils leaving our school; this will be planned and discussed with the parent in advance of the pupil leaving. At FGS we will always work with families to gain information about the pupil's next school and/or address before the pupil leaves to reduce the risk of pupils becoming a child missing education through lack of shared information.

We follow Trafford Council's Child Missing Education procedures and will ensure the Children Missing Education Team are informed of all removals from our school roll no later than the date the child is removed in line with statutory responsibilities. Where the location of a pupil is unknown we will liaise with Trafford Pupil Absence Team so that joint reasonable enquiries can be made to ascertain the child's whereabouts and the pupil will remain on roll until those enquiries are exhausted.

If a child is removed from roll to home educate, we can only deregister the child if we receive, in writing, the parent's intention to educate their child other than at school. The pupil will be de-registered on receipt of such a letter and Trafford Council will be informed of the removal from roll as outlined above. We will also inform Trafford Council's EHE team.

FGS will follow Trafford Council's Children Missing Education procedures when a pupil's whereabouts is unknown, and the school will carry out joint enquiries with Trafford Council to establish the whereabouts of the child.

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

Distributed Leadership Model Overview - Percentage

Tier 1 intervention (100% - 96%)

- Liaise with Form Tutors on a weekly basis via briefing sessions to share attendance data and ensure praise and recognition being issued appropriately for 100% attendance via the Praise Programme.
- Head of House Weekly prize draws for 100% attendance that week. Awards in half termly assemblies.
- Use attendance data for form tutors to have welcome back conversations following a day off.
- Attendance Officer half termly email home congratulating. 96%, 98% and 100% attendance.
- Assistant Vice Principal - Celebration assemblies, focusing on year groups, forms in KS3 and KS4 and individuals.
- Update form tutors, key teachers and attendance officer as issues arise regarding any concerns via email, CPOMS.
- Maintain an overview of attendance of all students in House, tracking and monitoring trends and statistics on a weekly basis.
- Follow up with HOD/class teachers if you become aware of any staff not supporting students with catch up work. QA of forms to see if follow up conversations are in planners HOH/Form Tutor.
- Present an overview of attendance data and areas of focus at weekly SLT Link Meetings and Governors.

Tier 2 intervention (95.9% - 90%)

- Form Tutor speak to students (95.9% - 92%) at Tier 2 for a conversation regarding absences and current attendance - note in planners for parents to sign (very supportive)
- Liaise with AW and the Inclusion team to make any appropriate referrals for SEN or medical support.
- Track data of all students and offer weekly updates via HOH to form teams.
- Arbor App to send an automatic message to say the form tutor is supporting attendance as it's dropped below 96%
- Use weekly attendance data to QA Form progress with improving data over 7 days.
- Collaborate with HODs regarding support/intervention for missed work as appropriate.
- Share overview of Tier 2 student progress in weekly SLT link meeting to inform three-weekly SLT WIP meeting progress updates.
- Form Tutor Mentoring of students (90% - 91.9%) 1:1 - set two targets in planner.
- A Team/HOH - have weekly data to monitor the attendance data of students 90% -91.9%. Size of the groups and vulnerable numbers.
- Attendance Officer email to students who could go into PA next term if they continue on the trajectory of days.

Tier 3 intervention (89.9% - 80%)

- Form Tutor - weekly praise for weekly attendance 96% or above
- A Team and HOH - speak to and monitor the student. Praise when attendance improves each week. (Phone call home if attendance drops further example 87% in week 2)
- Arbor App- Send an automatic message to state their child is now PA
- Attendance Officer - emails home to say that their child is PA and states how many sessions they have missed and what they have to do to come out of PA. (Supportive Email)
- Ensure FTs are completing the daily personalised 'welcome conversation' and record any concerns raised on CPOMS
- HOH/A Team - collect students weekly praise if they have attended the 100% the week before, or discuss attendance and improvements needed.

- HOH/A Team to contact home if students are continually on a downward trend
- HOH using the attendance calculator to encourage and set targets for students to come out of PA.
- HOH/ATeam explore the need for personalised support with the Inclusion team and make any appropriate referrals for SEN or medical support.
- Complete student 'Spotlight' on targeted students within the threshold
- Completing the ESBNA toolkit with students who are below 85% and follow up with bi weekly actions
- Complete any HWR referrals that may apply
- Welfare checks for PA students weekly - to discuss absences
- PA tracking document to map progress at weekly HOH/ATeam interventions
- Refer any students failing to make required progress with ESBNA toolkit to an attendance plan with parent meeting.

Tier 4 (79.9% Below) Some or the provisions will be actioned below that suit the personal situation of the child

- Discussed at SLT Attendance Strategy meeting - actions and working around the child.
- AP Provision in Trafford Explored to support the child
- TTT application made to Trafford
- ESBNA toolkit and attendance plan to be revisited with child and parents.
- Attendance Contract to be put in place with the input of parents and child voice
- HOH/ATeam - weekly support and regular praise for marginal gains.
- Option of Orchard Meadow pathway to support the child's attendance school, morning set up and 1:1 tutoring.
- LS provision for SEND students
- Trafford Attendance Team - Advisory groups to discuss personal pathways

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: _____

Appendix C – 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 tpo attend the wedding

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	time (provided this has been agreed by the school).	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 at 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 at 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 D – Attendance Legislation and Key Documents

Working Together to Improve School Attendance for maintained schools, academies, independent schools and local authorities (September 2022)

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

School Attendance Parental Responsibility Measures Statutory guidance for local authorities, school leaders, school staff, governing bodies and the police (January 2015)

https://assets.publishing.service.gov.uk/media/5a80ce9740f0b623026959aa/School_attendance_parental_responsibility_measures_statutory_guidance.pdf

Education Act 1996

<https://www.legislation.gov.uk/ukpga/1996/56/contents>

The Education (Pupil Registration) (England) Regulations 2006, as amended by 2016 regulations

<https://www.legislation.gov.uk/uksi/2016/792/contents/made>

Children missing education, DfE (September 2016)

Working together to safeguard children, DfE (July 2018)

Keeping children safe in education 2023

To underpin the values and ethos of our school and our intent to ensure that pupils at our school attend school regularly and reach their full potential the following policies are integral to this approach:

- safeguarding including child protection
- medical needs
- admissions
- anti-bullying
- exclusion
- SEND
- teaching and learning
- Behaviour, exclusions and suspensions policy
- Praise Programme

Appendix E - Persistently Absent information and guidance

As a guide, students are considered to be 'On Track' 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>

Guidance to support parents with good attendance

