



ATTENDANCE POLICY

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1. Aims

Outstanding attendance is everyone's responsibility

Saddleworth School is committed to providing a quality education for all our pupils and ensuring that learners and their families understand the importance of good attendance and punctuality. Research has shown that 'Students who attend school on a regular basis and are offered access to high-quality teaching and learning opportunities will usually leave school with qualifications and access to greater employment opportunities. The links between attendance and achievement are strong, and high levels of attendance at school should be the right of each student.' (National Strategies 2009) As a school we will work tirelessly to ensure learners are in school as much as possible, working with parents/carers and partner agencies to identify and remove any barriers to high attendance in a swift and timely manner.

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- › Promoting good attendance and ensuring attendance and punctuality is a key strategic priority for the school
- › Acting swiftly to reduce lateness and absence, including persistent and severe absence
- › Ensuring every pupil of statutory school age has access to the full-time education to which they are entitled
- › Acting early to address patterns of absence
- › Building strong relationships with families to ensure pupils have the support in place to attend school
- › Engaging and involving families in a proactive and positive way to sustain high attendance and to support and challenge parents/carers where attendance falls below 97%
- › Promoting and supporting good punctuality in attending lessons
- › Ensuring that a clear and transparent process around the management of punctuality and attendance is agreed and adhered to. These should focus primarily on prevention and reward/celebration, an appropriate level of support and challenge focused specifically at groups and their level of attendance, with punitive measures, including legal action, being implemented as a last resort

Ensuring visible, regular and consistent communication of these expectations to pupils, families, teaching and support staff and governors.

2. The importance of regular and high attendance

Learning: Student's enjoyment of, and ability to participate fully in their education is of the upmost importance to us as a school. Any absence affects the pattern of a student's schooling. Regular absence seriously affects learners' learning and progress over time, leading to poorer outcomes, which can inhibit life chances and opportunities. Department for Education (2016)

Safeguarding: Pupils may be at risk of harm if they are not in school regularly. Learners who are missing from school are at significant risk of being victims of harm, exploitation or radicalisation, underachieving, and becoming NEET (not in education, employment or training) later in life. We will do everything we can to ensure our learners are safe.

3. Legislation and guidance

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- › Part 6 of [The Education Act 1996](#)
- › Part 3 of [The Education Act 2002](#)

- › Part 7 of [The Education and Inspections Act 2006](#)
- › [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- › [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- › [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

This policy also refers to:

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

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for:

- › Promoting the importance of school attendance across the school's policies and ethos
- › Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- › Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- › Monitoring attendance figures for the whole school and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- ›
- › Making sure staff receive dedicated training on attendance
- › Sharing effective practice on attendance management and improvement across schools in the trust
- › Holding the headteacher to account for the implementation of this policy

4.2 The headteacher

The headteacher is responsible for:

- › Implementation of this policy at the school
- › Monitoring school-level absence data and reporting it to governors
- › Supporting staff with monitoring the attendance of individual pupils
- › Monitoring the impact of any implemented attendance strategies
- › Issuing fixed-penalty notices, where necessary

4.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- › Leading attendance across the school
- › Offering a clear vision for attendance improvement

- › Evaluating and monitoring expectations and processes
- › Having an oversight of data analysis
- › Devising specific strategies to address areas of poor attendance identified through data
- › Engage with lead for Y7 transition and access information to support transition – identifying pupils/families to target early
- › Arranging calls and meetings with parents to discuss attendance issues
- › Ensure effective engagement with external agencies
- › Report on attendance weekly to the senior attendance team and to the Governors on a half termly basis
- › Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is **Mrs C Briggs** and can be contacted via cbriggs@saddleworthschool.org

4.4 The attendance manager

The school attendance manager is responsible for:

- › Actively promoting the importance and value of good attendance to students and parents/carers
- › Monitoring and analysing attendance data (see section 7)
- › Benchmarking attendance data to identify areas of focus for improvement
- › Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- › Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- › Working with the local authority to improve the attendance of key cohorts and individual students
- › Working with external agencies education welfare officers to tackle persistent absence
- › Building close and productive relationships with parents to discuss and tackle attendance issues
- › Line manage the attendance team, providing appropriate support and challenge where necessary
- › Advising the Deputy Headteacher responsible for attendance (authorised by the headteacher) when to issue fixed-penalty notices

The attendance manager is **Mrs Holly Scott** and can be contacted via hscott@saddleworthschool.org.

4.5 The Attendance Team

The attendance team will work with their designated key stage to:

- › Keep accurate registers and attendance data
- › Make first day contact and third day home visits as applicable
- › Establishes close partnerships with parents.
- › Keep in regular contact with learners who have low/no attendance, including home visits for vulnerable learners to check on the welfare and presentation of the child.
- › Refer and supports families to engage with external agencies to support improved attendance.
- › Meet with parents as per the Graduated process once students have reached attendance targets and ensure Attendance Contracts are accurate and impactful
- › Attends multi-agency and team around the family meetings

4.6 Home School Leaders/Heads Of Year

- › Monitoring the data for their year group on a daily basis using Classcharts
- › Identify and mitigate potential barriers to good attendance
- › Deliver early intervention when attendance/punctuality is falling
- › Support with calls and meetings with parents to discuss attendance issues
- › In conjunction with the Attendance Manager and Senior Lead for attendance, develop and implement persistent Attendance Contracts with pupils and families which address barriers and help establish positive attendance routines
- › Where pupils have additional vulnerabilities arrange TAF meetings
- › Involve external agencies to support pupils and families.

4.7 Class teachers/form tutors

- › Class teachers/form tutors are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information via Classcharts in a timely manner (within the first 5 minutes of form/lesson).
- › Class teachers and form tutors know their children well and should monitor changes in presentation and engagement. Their role is to intervene appropriately and to refer any concerns to colleagues as appropriate, for example, the Home school leader, the SENDCo, the DSL, etc.

4.8 School administrative staff

School admin staff will:

- › Take calls from parents/carers about absence on a day-to-day basis and record it on Classcharts
- › Transfer calls from parents/carers to the Home School Leader/Attendance Officer in order to provide them with more detailed support on attendance
- › Where appropriate, reassure parents that support is available in school encourage parents/carers to send their child in.

4.9 Parents/carers

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

- › All natural parents, whether they are married or not
- › All those who have parental responsibility for a child or young person
- › Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents/Carers are expected to:

- › Make sure their child attends every day on time
- › Report absences to the school via the Classcharts App to report their child's absence before 8.30am on the day of the absence and each subsequent day of absence), and advise when they are expected to return

If no contact has been made to confirm absence, then the school will follow the 'Unexplained/Unexpected Absences' procedures that are highlighted within this policy.
- › Provide the school with more than 1 emergency contact number for their child
- › Ensure that, where possible, appointments for their child are made outside of the school day

- › Provide supporting medical evidence if an absence exceeds 5 consecutive days e.g. doctor's appointment card; medical appointment letter; copy of prescription etc. **School is not requesting a letter from your doctor.**
- › Keep to any attendance contracts that they make with the school and/or local authority

4.10 Students

Students are expected to:

- › Attend school on time every day
- › Attend lessons on time and keep the school's rules
- › Engage with learning and strive to be their best self
- › Speak to an adult in school if they have worries or concerns that could affect their attendance
- › Engage with school and agency support to improve their attendance.

5. Recording attendance

5.1 Attendance register

Classcharts will be used to keep an attendance register electronically. All pupils will be recorded onto this register.

We will take our attendance register at the start of the first session of each school day (Form Time) and once during the second session (Period 5). It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

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

Any amendment to the attendance register will include:

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

See appendix 1 for the DfE attendance codes.

We will also record:

- › Whether the absence is authorised or not
- › The nature of the activity if a pupil is attending an approved educational activity
- › The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

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

Pupils must be in form at **8.30am** on each school day and will therefore need to be on the school site before 8.30am.

The register for the first session will be taken at **8.30am** and will be kept open until **9.00am**. The register for the second session will be taken at **2.00pm** and will be kept open until **2.30pm**.

5.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30am via the Classcharts App. If we have not had contact from parents / carers to inform us of a student's absence by 9.00am on the first day of absence the following steps will be taken:

- › Day 1: Our Administration Team will contact parents / carers by Classcharts message to follow up this absence. This will take place from 9.30am everyday.

Parents / carers should respond with via the Classcharts App or phone school immediately if they have sent their child to school that morning.

- › Day 2: If a student is still absent, and we have received no communication from parents/carers, our Attendance Team will contact parents / carers by Classcharts message to follow up this absence. This will take place from 9.30am onwards.

Our Attendance Team will then contact parents / carers by phone call if we have still had no contact from parent / carers. This will take place from 10.00am everyday.

- › Day 3: If a student's absence has continued, our Attendance Team will contact parents / carers by phone to follow up this absence. This will take place from 9.30am onwards.

Our Attendance Team will then conduct a **home visit** where we have received no contact from parents/carers, in order to ascertain the nature of the absence. Home visits are made without prior consultation with parents/carers.

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

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

5.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment using the Classcharts App or by phone. Evidence for any appointment will be requested.

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

Taking holidays in term time will affect a child's schooling as much as any other absence and we expect parents to help us by not taking children away in school time. There is **no** automatic entitlement in law to time off in school time to go on holiday. Amendments to the 2006 regulations make clear that the Headteacher may not grant any leave of absence during term time unless there are exceptional circumstances. The Headteacher will also determine the number of school days a child can be away from school if the leave is granted.

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

5.4 Lateness and punctuality

Poor punctuality not only affects students' attendance, but also their learning. We know that all good schools, colleges and employers value punctuality and this drive is to support every student to leave school equipped to face the wider world with a record of good punctuality

Students will receive consequences for the following incidents of lateness:

- Lateness to school (Before 9am and after 9am)
- Lateness to lessons
- Truancy

Information regarding detentions can be seen in real time on Classcharts. Students will also receive a reminder of lunchtime and after school detentions via the daily update in form time.

If a child misses a detention you will receive a phone call from the pastoral team. Failure to attend any of the above detentions will result in the detention being escalated and may ultimately face further, more serious, sanctions

Parents will receive a weekly letter which records the number of minutes of learning lost due to lateness.

Rewarding attendance and punctuality

The school has a system in place that rewards students with good attendance and punctuality, or students who have made improvements. The rewards system acknowledges this by means of students being awarded with certificates and prizes for their efforts on a termly basis. Rewarding good attendance is paramount to maintaining good attendance and works as a motivating factor for all students to attend school. Throughout the whole academic year there is an emphasis on rewards and students being recognised for consistently good attendance. There are various awards given to students, which have been recommended by the Student Council, these include:

- › Weekly credits for 100% attendance
- › Weekly credits for no lates to lessons
- › Credit Zone Vouchers
- › All Stars Points (Prizes vary from front of the queue passes to Trips)
- › End of year attendance rewards and treats
- › Certificates and badges
- › Vouchers

5.5 Reporting to parents/carers

The school will regularly inform parents/carers about their child's attendance and absence levels via a report on a termly basis.

Parents/carers can also access 'real time' data on their child's attendance via the Classcharts App.

6. Authorised and unauthorised absence

6.1 Approval for term-time absence

The headteacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances' as set out in the [2024 school attendance regulations](#). A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

Examples of 'exceptional circumstances' where absences may be granted in term time are as follows:

- The death or terminal illness of a close relative
- Out of school programmes such as music, arts or sport operating at a high standard of achievement. Documentary evidence of this event will be required
- Study Leave
- A temporary, time limited part time timetable

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

Other valid reasons for authorised absence include (but aren't limited to):

- Where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue
- Religious observance – The Education Act 1996 S444(3) (c), states "on any day exclusively set apart for religious observance by the religious body to which his/her parent belongs"
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence, and in accordance with any leave of absence request form, accessible via the school website. The headteacher may require evidence to support any request for leave of absence.

6.2 Legal sanctions

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

Penalty Notices

If issued with a fine, or penalty notice, each parent must pay £80 within 21 days or £160 within 28 days. The payment must be made directly to the local authority.

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

Penalty notices can be issued by a headteacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

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

- › Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- › Whether a penalty notice is the best available tool to improve attendance for that pupil
- › Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- › Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate
- › One-off instances of irregular attendance, such as holidays taken in term time without permission
- › Where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

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

Notices to improve

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

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

They will include:

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

The grounds on which a penalty notice may be issued before the end of the improvement period

7. Strategies for promoting attendance

The school implements a range of strategies to promote good attendance, including:

- › The completion of an annual Self Evaluation Framework (SEF) on attendance
- › Monitoring visits by the school improvement partner
- › Effective monitoring and tracking of attendance
- › Implementation of the graduated attendance strategy
- › Celebrating good attendance via Home School Leader celebration assemblies and the school's 'All Star' rewards programme
- › Consistent and visual reminders of what good attendance looks like in school and via parental communication such as the school weekly bulletin

8. Supporting students who are absent or returning to school

8.1 Students absent due to complex barriers to attendance

The school adopts a holistic, individualised approach to supporting students. Interventions/support might include several of the following:

- › Regular home visits
- › Assessing whether an EBSA plan is appropriate
- › Individualised attendance/reintegration plans
- › Access to remote/Hybrid learning
- › Emotional and mental health support, including referrals to school counsellors or external agencies/services
- › Flexible timetabling to ease students back into school
- › Mentoring or key adult support
- › Transport assistance
- › Personalised learning support to help students catch up on missed work and reduce academic anxiety
- › Support for parents/carers via regular communication and Early Help referrals
- › Peer support system to reduce social isolation and promote school belonging

8.2 Students absent due to mental or physical ill health

Where a pupil has an education health and care plan (EHCP) and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

Support here is based on an individual student's needs and barriers. Students may receive a mixture of the following interventions or support:

- › Regular checks in with a trusted adult
- › A referral to the school counsellor or to external mental health services (e.g. CAMHS)
- › Gradual, flexible, reintegration plans
- › Use of a safe space such as The Link
- › Personalised curriculum to reduce anxiety
- › Peer support system to reduce social isolation and promote school belonging
- › Mental health awareness training for staff involved with the student
- › Support with mobility around school (e.g. lift access, Early pass)
- › Ensuring catch up work is accessible and manageable
- › Providing assistive technology or equipment where necessary
- › Provision of toilet or medical passes
- › Targeted 1:1 or small group interventions
- › In class support from a Teaching Assistant

8.3 Students returning to school after a lengthy or unavoidable period of absence

To facilitate students' transition back into school after a period of absence, we might employ one or more of the following support strategies

- Phased return to school
- Personalised reintegration plan
- Meet and greet with key staff
- Assigned mentor or key adult(s)
- Quiet or safe space such as the link at social times
- Tailored catch up sessions
- Access to resources/missed learning via Classcharts
- Access to the pastoral support team or Learning Mentors
- Peer support system to reduce social isolation and promote school belonging
- Multi agency involvement if necessary

9. Absence Monitoring

Attendance %	No of days learning lost	Intervention	Acknowledgment of Improved attendance
Outstanding 100% - 99%	0 – 2 Days	No interventions required	Student to be rewarded in line with school's rewards systems
Good 98%	4 Days	Intervention Form Tutor to speak with the student and explore specific reasons for absence. They will explain the importance of attendance and the impact on learning with them.	Student to be rewarded in line with school's rewards systems
Requires Improvement 97-96%	5- 8 Days	Intervention Form Tutor to contact home to identify barriers an discuss strategies for improving attendance Attendance Officer (KS3/4) to send a Stage 1 letter (96%) outlining that improvements are needed and monitoring will take place from the attendance officer for 4 weeks and there must not be any further absences	Acknowledgement phone call by the Head Of Year/PSA for 100% weeks during monitoring period. Improvements in attendance will be celebrated with credits
93% and below		Stage 2 letter (93%) sent home to parents/carers which explains due to no improvement since the previous letter and monitoring period(s) they are invited in for	Form Tutor to acknowledge good attendance. Acknowledgment letter for improved

		<p>a panel meeting at which an attendance contract will be issued.</p> <p>The meeting will make use of the strategies suggested in the DFE's Attend Framework (Sept 2023)</p> <p>Further absences following this may result in:</p> <ul style="list-style-type: none"> • Fast Track to attendance intensive support programme signed and agreed by home and school • Enforcement. If parents fail to ensure their child attends regularly the school will work with the Education and Attendance Service to explore legal methods of enforcing school attendance including penalty notice/prosecution 	attendance by the Head of Year or PSA
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10. Attendance monitoring

The attendance officer at our school monitors pupil absence on a daily basis and their form tutor, class teacher and curriculum leaders on a weekly basis.

The school uses Classcharts as an analytical tool to support the analysis of data including:

- Tracking the attendance of individual pupils
- Tracking the attendance of year groups and student groups
- Identifying whether or not there are particular groups of children whose absence may be a cause for concern
- Monitoring and evaluating those students identified as being vulnerable or in need of intervention/support
- Understand any particular patterns of absences e.g. high levels of illness
- Comparing attendance data to assessment data and understanding any obstacles to students progressing in their learning

The SLT Attendance Lead will regularly report on attendance and absence to the Headteacher and Senior Leadership Team, identify causes for concern and/or areas of strategic success.

Group	School approach
Students on partial timetables	There is a high threshold for the use of partial timetables for our pupils and their use is reserved for meeting very specific needs, including phased returns from significant, long term/chronic medical conditions, protective circumstances, etc. Any requests for partial timetables has to be approved by the Inclusion Leads – Charlotte Evans (Deputy Headteacher) and Diane Sykes (SENDCo Inclusion). Where a partial timetable is in place, the Home School Leader must meet with the family and agree the conditions. There will be regular review dates with the intention of transitioning the pupil to a full timetable as soon as possible. Headteacher should retain oversight of partial timetables
Students accessing in school interventions	A number of vulnerable pupils in our schools will benefit from an enhanced curriculum agreed by the Intervention Team. Regular attendance and punctuality of these pupils is expected in line with this policy; however, the school will closely monitor the attendance of pupils benefitting from this provision, both individually and as a group, and seek external agencies' support as needed.
Pupils in Alternative Provision	Protocols are in place to ensure the safety of pupils attending Alternative Provision, including maximising attendance and sharing of information relating to pupils' safety, attendance, absence and progress made in the provision. This includes maintained and independent alternative education providers.
Pupils attending other schools/provision (B/D codes)	Protocols are in place to ensure the safety of pupils attending other schools (including on Managed Moves), including maximising attendance and sharing of information relating to pupils' attendance, absence and progress whilst attending the school. The school follow DfE Exclusions guidance in terms of arranging Day 6 provision for pupils who are excluded from school for more than five days.
Children at Risk of Missing Education (CME)	School follows statutory guidance in 'Keeping Children Safe in Education' (2023) and works closely with Oldham LA in relation to their shared responsibilities for children's welfare and safety

9.1 Monitoring attendance

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

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

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

9.2 Analysing attendance

The school will:

- › Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- › Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

9.3 Using data to improve attendance

The school will:

- › Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- › Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)
- › Provide regular attendance reports to form tutors, Home School Leaders, and other school leaders, to facilitate discussions with pupils and families
- › Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

9.4 Reducing persistent and severe absence

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

The school will:

- › Use attendance data to find patterns and trends of persistent and severe absence
- › Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- › Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- › Provide access to wider support services to remove the barriers to attendance

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum 12 months by the senior leader in charge of attendance. At every review, the policy will be approved by the full governing board.

11. Links with other policies

This policy links to the following policies:

- › Child protection and safeguarding policy
- › Standards policy

Appendix 1: attendance codes

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

Code	Definition	Scenario
I	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed

Code	Definition	Scenario
Attending a place other than school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered

Code	Definition	Scenario
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking	Pupil is undertaking employment (paid or unpaid)

	regulated employment abroad	during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances

Code	Definition	Scenario
Absent – other authorised absence		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made

Code	Definition	Scenario
Absent – unable to attend school because of unavoidable cause		

Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes

Code	Definition	Scenario
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for

		authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session

Code	Definition	Scenario
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays