

# Attendance Policy 2024-25



THE **MIRFIELD**  
FREE GRAMMAR

Approved by:

Local Governing Body

Date:

Last reviewed on:

Next review due by:

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## 1. Aims

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

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

We will also promote and support punctuality in attending lessons.

## 2. Legislation and guidance

This policy is based on the Department for Education’s (DfE’s) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

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

This policy also complies with our trust's funding agreement and articles of association.

### 3. Roles and responsibilities

#### 3.1 The board of trustees and local governing body

The board of trustees and local governing body are responsible for:

- Setting high expectations of all trust and school leaders, staff, students and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure all schools in the trust record attendance accurately in the register, and share the required information with the DfE and local authorities
  - Making sure all schools in the trust work effectively with local partners to help remove barriers to attendance, and keep them informed regarding specific students, where appropriate
- Recognising and promoting the importance of school attendance across the trust and schools' policies and ethos
- Making sure the schools' attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the trust and school has high aspirations for all students, but adapts processes and support to students' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most, through Trust Board/ LGB meetings.
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole trust and school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
  - Making sure all staff receive adequate training on attendance, including with teachers from across the trust, as part of the regular continued professional development offer, so that staff understand:
    - The importance of good attendance
    - That absence is almost always a symptom of wider issues
    - The trust and school's legal requirements for keeping registers
    - The trust and school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific students, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
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- Sharing effective practice on attendance management and improvement across the trust and providing regular opportunities for staff from different schools to come together, learn from each other and share resources
- Holding the principals and heads of school to account for the implementation of this policy
- The trust board will identify and monitor attendance patterns across the trust's schools to identify common issues and barriers, and share effective practice between schools

The standards committee is responsible for monitoring pupil attendance. The link trustees are Ken Inwood and Jackie Nellis.

The link governor for attendance in the academy is **TBC**

### **3.2 The principal/ head of school**

The principal/ head of school is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors and the trust
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary and/or authorising the attendance officer to be able to do so
- Working with the parents of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the students needs
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents

### **3.3 The trust central school improvement team**

The trust central school improvement team is responsible for:

- Driving attendance improvement across the trust
- Working more intensively with schools who require support
- Acting as a central contact point for schools with attendance queries
- Liaising with the DfE's regional teams for advice about wider support programmes

The trust central school improvement team, Jimmy Sayles (primary) and Roz Wood-Ives (secondary), can be contacted on 01422 761019 or by email [j.sayles@greatheightstrust.org.uk](mailto:j.sayles@greatheightstrust.org.uk) or [r.wood-ives@greatheightstrust.org.uk](mailto:r.wood-ives@greatheightstrust.org.uk).

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

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

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance

- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with students, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with students and their parents/carers
- Delivering targeted intervention and support to students and families

The designated senior leader responsible for attendance is Ange Robinson and can be contacted on the school number – 01924 483660 email- [arobinson@themfg.co.uk](mailto:arobinson@themfg.co.uk)

### **3.5 The school attendance officer**

The school attendance officer at each school is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Principal.
- Working with education welfare officers to tackle persistent absence
- Advising the Principal Mrs Fuller and Ange Robinson when to issue fixed-penalty notices
- Ensuring that text messages and follow up calls and emails are sent in a timely manner when a student is not in school and the school have not been informed of the absence.
- Having an overview of student's attendance to lessons and raising concerns quickly to relevant staff when a student does not arrive to a class as expected.
- Monitoring punctuality to school and making key staff aware of regular students arriving late including when the register closes.
- Conducting home visits/welfare visits to support families and students.

The attendance officer is Tracy Denham and can be contacted via The MFG absence line 01924 483687 email to [attendance@themfg.co.uk](mailto:attendance@themfg.co.uk)

### **3.6 Class teachers/form tutors**

All class teachers/form tutors are responsible for recording attendance for both morning and afternoon and lesson sessions in Arbor on a daily basis, using the correct codes (see Appendix 1).

### **3.7 School office/admin staff**

School office/admin staff and Attendance Officer will:

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

### **3.8 Parents**

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

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person

- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every timetabled lesson time
- Call the school to report their child's absence before 8am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting Mrs Denham, the year leader or tutor, who can be contacted via the school number 01924 483660 Please see Appendix 2 at the end of the policy

### **3.9 Students**

Students are expected to:

Attend every timetabled session, on time

Call the school to report their absence before 8am on the day of the absence and each subsequent day of absence.

## **4. Recording attendance**

### **4.1 Attendance register**

The school day starts at 8:30am and ends at 3:05pm

Students must arrive and be in Tutorial for 8:35am on each school day.

The register for the first session will be taken at 8:35am and will be kept open until 9am. The register for the second session will be taken at 12pm

We will keep an electronic attendance register on Arbor and place all students onto this register.

We will take our attendance register at the start of the first session of each school day and at the start of every lesson throughout the day. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every students 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 (for students of compulsory school age):

- Whether the absence is authorised or not
- The nature of the activity, where a student is attending an approved educational activity
- The nature of circumstances, where a student 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.

## 4.2 Unplanned absence

The student's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8am, or as soon as practically possible, by calling The MFG absence line 019124 483687 where there is the facility to leave a message. Or email [attendance@themfg.co.uk](mailto:attendance@themfg.co.uk)

It is important that parents are specific in the reasons that their child is absent from school (e.g. 'vomiting' or 'fever' rather than 'unwell' or 'a bit under the weather') as this enables us to track patterns of absence more effectively with individuals and particular groups of students, therefore enabling more effective support.

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

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

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

## 4.3 Planned absence

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

On the day of the appointment, parent/carer should email [attendance@themfg.co.uk](mailto:attendance@themfg.co.uk) and write a note in the students planner informing school of the time the students will be collected for their appointment. However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary.

The student'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.

## 4.4 Lateness and punctuality

A student who arrives late:

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

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

Important information is shared during tutorial and it is important all students arrive on time and any other lesson.

Students regularly arriving late will be supported by their form tutor/Year Leader and parents made aware.

Students may also receive a sanction for arriving late to school.

## 4.5 Following up unexplained absence

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

- A text message will be sent to parents, if there is no response a call from the attendance team or year leader will be made to the students' parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school may make a home visit, contact other professionals working with the family and where there are concerns the

police. Priority is given to students with Child Protection Plans, Child in Need Plans and children who are vulnerable.

- Identify whether the absence is approved or not.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the student was absent.
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer.
- Where relevant, report the unexplained absence to the student's youth offending team officer.
- Where appropriate, offer support to the student and/or their parents to improve attendance.
- Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals.
- Where support is not appropriate, not successful, or not engaged with: [issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate].

## 4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.8 above) about their child's attendance and absence levels via the Arbor parent app, via Creating Futures reports. Every two weeks students receive a sticker in their planner with their current attendance percentage to share with parents.

The form tutor, attendance officer and year lead will contact you to discuss a decline in attendance or unexplained absences to offer support and strategies where home and school can work together to encourage improvement.

## 5. Authorised and unauthorised absence

### 5.1 Approval for term-time absence

The principal/ head of school will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings.

The principal/ head of school will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

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

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

We define 'exceptional circumstances' as one off events which are unavoidable, examples may include the death of a close relative, attendance at a funeral, respite care of a looked after child, a housing crisis which prevents attendance.

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

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



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

Any request should be submitted as soon as it is anticipated and, where possible, at least three weeks in advance before the absence, and in writing by email at [office@themfg.co.uk](mailto:office@themfg.co.uk) or letter addressed to the Attendance Officer. The Principal may require evidence to support any request for leave of absence. If a student is over compulsory school age (e.g. sixth form), leave can be requested or agreed by the student or a parent they normally live with.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – (1 day only) where the day is exclusively set apart for religious observance by the religious body to which the student's parent(s) belong (s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the student is attending educational provision
- Bereavement and funerals.
- If the student is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a student 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 student is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- Inability of parent to take holidays because of special duties e.g. police/armed forces. This will require a signed letter from the employer stating that this leave is not possible at any other time because of active duty.
- If there is any other unavoidable cause for the student not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

## 5.2 Sanctions

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

### Penalty notices

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

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

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

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

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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the student must not be present in a public place on that day).

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

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

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

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

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

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

## 6. Strategies for promoting attendance

In order to support students to maintain excellent attendance and encourage them to improve their attendance, it is important that there is a high profile and positive culture around school with rewards and incentives available to them. This will be achieved by:

- Positive attendance messages being shared in assemblies on a weekly basis with individuals, form groups and cohorts who have improved being celebrated
- Positive attendance messages being shared throughout the day in Tutorial and lessons
- Positive attendance messages being displayed throughout the school and in classrooms
- Positive attendance messages being shared on social media, newsletters and other external communications
- Attendance competitions between individuals, tutor groups and other cohorts with rewards/privileges for the winners

- Recognition for students who maintain excellent attendance or make sustained improvement to their attendance through achievement points, positive communication home, certificates and other rewards
- Access to end of term celebration events contingent on maintaining excellent attendance or demonstrating significant sustained improvement
- Access to privileges for students who maintain 98%-100% attendance
- Promotion of excellent attendance at parent information and transition evenings

## **7. Supporting students who are absent or returning to school**

### **7.1 Students absent due to complex barriers to attendance**

At The MFG we hold the same level of aspiration and high expectations for all of our students. We recognise, however, that some students may have additional needs or vulnerabilities that impact upon their attendance at school.

This section of the policy outlines the considerations that will be made for students with mental or physical ill health or SEND.

For example, some students may have diagnosed medical conditions which require them to attend regular hospital appointments during school hours, or complex situations at home with which Children's Social Care are supporting.

In these circumstances, we will work together with families and other professionals involved to ensure that any help students and parents need to access the support is offered. This might include an early help or whole family plan where absence is a symptom of wider issues.

### **7.2 Students absent due to mental or physical ill health or SEND**

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

Mental health support is accessible in school through our school counselors and range of external agencies including school nurse, Kirklees Keeping Mind and CAMHs. We ask that where students are struggling with attendance due to anxieties and mental health, that they work with our Year leaders, inclusion team and safeguarding team to access support with their emotions.

### **7.3 Students returning to school after a lengthy or unavoidable period of absence**

Students and families will be invited to meet with their Year Leader/ form tutor/ a member of the attendance team or the Senior Leader for attendance and a return to school conversation will take place. Relevant professionals supporting the student and their family may also be invited. A bespoke support plan may be agreed to reintegrate students back into school full time. This plan will be reviewed and monitored and adjustments will be made to facilitate success.

School aim to listen and understand and when a pattern is spotted, discuss with students and parents and agree how all partners can work together to resolve them

## **8. Attendance monitoring**

The MFG rigorously use attendance and punctuality data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched

### **8.1 Monitoring attendance**

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

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

The MFG has granted the DfE access to its management systems so the data can be accessed regularly and securely.

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

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

## **8.2 Analysing attendance**

The school will:

- Analyse attendance and absence data regularly to identify student, groups or cohorts that need additional support with their attendance
- Identify students whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence

The trust will conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends

- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Identify attendance patterns across the trust to identify common issues and barriers and share effective practice between schools

## **8.3 Using data to improve attendance**

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers/ form tutors to facilitate discussions with students and families, and to the local governing body and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

## **8.4 Reducing persistent and severe absence**

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education

- Hold regular meetings with the parents of students who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions

Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant

Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence.

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the student's right to an education.

- Parenting Contract – a voluntary agreement between parents and governors
- Penalty Notices – a fine issued by the local authority where a student has repeated unauthorised absence
- Education Supervision Order – where a court mandates the local authority to supervise a child's education for a period of time
- Parenting Order – where a court places a mandatory order on parents to attend guidance sessions and improve their child's attendance at school
- Prosecution – where a court prosecutes a parent who has failed to ensure their child attends school regularly under the Education Act 1996

## **9. Monitoring arrangements**

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the principal/ head of school. At every review, the policy will be approved by the local governing body.

## **10. Links with other policies**

This policy links to the following policies:

Child protection and safeguarding policy

Behaviour policy

## **11. Sixth Form attendance**

The Sixth Form attendance procedures are similar to statutory attendance in lower school. Their procedure is a waved approach to support students and can be found on the College website.

## Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

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

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

|                                      |   |   |
|--------------------------------------|---|---|
|                                      | closed                                      | unexpectedly (e.g. due to adverse weather)  |
| <b>Y5</b>                            | Criminal justice detention                  | Pupil is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul> |
| <b>Y6</b>                            | Public health guidance or law               | Pupil's travel to or attendance at the school would be prohibited under public health guidance or law   |
| <b>Y7</b>                            | Any other unavoidable cause                 | To be used where an unavoidable cause is not covered by the other codes   |
| <b>Absent – unauthorised absence</b> |   |   |
| <b>G</b>                             | Holiday not granted by the school           | Pupil is absent for the purpose of a holiday, not approved by the school  |
| <b>N</b>                             | Reason for absence not yet established      | Reason for absence has not been established before the register closes  |
| <b>O</b>                             | Absent in other or unknown circumstances    | No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence   |
| <b>U</b>                             | Arrived in school after registration closed | Pupil has arrived late, after the register has closed but before the end of session   |
| <b>Administrative codes</b>          |   |   |
| <b>Z</b>                             | Prospective pupil not on admission register | Pupil has not joined school yet but has been registered   |
| <b>#</b>                             | Planned whole-school closure                | Whole-school closures that are known and planned in advance, including school holidays  |



## Appendix 2

### Key Staff

This section of the policy details key staff and their responsibilities in relation to different aspects of the attendance policy.

| Staff Member  | Job Title                                   | Role   |
|---|---|--|
| Mrs A Robinson<br>arobinson@themfg.co.uk                            | Vice Principal<br>Senior<br>Attendance lead | Strategic leadership of whole school attendance strategy including policy development, staff training and data analysis.   |
| Mrs Denham<br>attendance@themfg.co.uk                               | Attendance<br>Officer                       | Operational leadership of attendance including direct work with families, home visits and liaison with Education Welfare around any legal proceedings/fixed penalty notices                          |
| Mrs Firth<br>cfirth@themfg.co.uk                                    | Year Leader- 7                              | To support the students in Year 7 with maintaining excellent attendance by working directly with students and families to overcome any barriers to attendance as part of the whole school strategy.  |
| Mr Knowles<br>cknowles@themfg.co.uk                                 | Year Leader -8                              | To support the students in Year 8 with maintaining excellent attendance by working directly with students and families to overcome any barriers to attendance as part of the whole school strategy.  |
| Mrs Fox<br><a href="mailto:afox@themfg.co.uk">afox@themfg.co.uk</a> | Year Leader -9                              | To support the students in Year 9 with maintaining excellent attendance by working directly with students and families to overcome any barriers to attendance as part of the whole school strategy.  |
| Mr McConnell<br>nmccconnell@themfg.co.uk                            | Year Lead -10                               | To support the students in Year 10 with maintaining excellent attendance by working directly with students and families to overcome any barriers to attendance as part of the whole school strategy. |
| Mrs Taylor<br>ktaylor@themfg.co.uk                                  | Year Leader -11                             | To support the students in Year 11 with maintaining excellent attendance by working directly with students and families to overcome any barriers to attendance as part of the whole school strategy. |
| Form Tutors   | Form Tutors                                 | To support the students in their form in maintaining excellent attendance through praise, encouragement, intervention and mentoring.   |
| Admin Team  | Admin                                       | To support with the daily attendance and absence procedures including updating registers and contacting parents via text message, email and phone call.  |