



*Have faith...believe you can!*

**St John the Baptist School**

**Xavier Catholic Education Trust  
Attendance Policy**

**This policy has been approved and adopted by the Xavier Catholic Education Trust in July 2024 and will be reviewed in July 2025**

**Committee Responsible: Audit and Risk Committee**

## 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)
  - <https://www.legislation.gov.uk/ukxi/2006/1751/contents>The Education (Penalty Notices) (England) (Amendment) Regulations 2013
  - <https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made>It also refers to:
    - School census guidance
    - Keeping Children Safe in Education
    - Mental health issues affecting a pupil's attendance: guidance for schools

## 3. Roles and responsibilities

### 3.1 The Trust Board

The Trust board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most

- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance
  - That absence is almost always a symptom of wider issues
  - The school's legal requirements for keeping registers
  - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Board of Trustees for Xavier Trust- Sharing effective practice on attendance management and improvement across schools

### **3.2 The Local Governing Committee**

- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Holding the headteacher to account for the implementation of this policy

### **3.3 The Headteacher**

The headteacher is responsible for:

- The implementation of this policy at the school Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising a member of the Leadership team to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers

- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

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

The designated senior leader is responsible for:

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

The designated senior leader responsible for attendance is Damien Kelly and can be contacted via [D.Kelly@sjb.surrey.sch.uk](mailto:D.Kelly@sjb.surrey.sch.uk)

### **3.5 The attendance officer**

The school attendance officer is responsible for:

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

The attendance officer is Claire Antal and can be contacted via [C.Antal@sjb.surrey.sch.uk](mailto:C.Antal@sjb.surrey.sch.uk)

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

Class teachers/form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office on the same day.

### **3.7 School office staff**

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the head of year/pastoral lead 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 day on time
- Call the school to report their child's absence before 08:50am 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
- Seek support, where necessary, for maintaining good attendance, by contacting their child's head of year who can be contacted via email.

### **3.9 Pupils**

Pupils are expected to:

- Attend every day, on time.
- Attend every timetabled session on time.
- In 6<sup>th</sup> form, contact the 6th form manager to report their absence before 8.00am on the day of the absence and each subsequent day of absence.

## **4. Recording attendance**

### **4.1 Attendance register**

We will keep an electronic attendance register, and place all pupils onto this register.

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

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

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment

- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

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

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

The school day starts at 08:50 and ends at 15:25. Pupils must arrive in school by 08:50 on each school day. The register for the first session will be taken at 08:50 and will be kept open until 09:15. The register for the second session will be taken at 13:45 and will be kept open until 14:35.

#### **4.2 Unplanned absence**

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 08:50, or as soon as practically possible, by calling the school office, this can be done through Arbor.

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

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

#### **4.3 Planned absence**

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

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

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

#### **4.4 Lateness and punctuality**

A pupil who arrives late:

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

### **A student in Year 7-11 who arrives late:**

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

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

Students who arrive late to school will receive a same day break time detention with a member of the SLT as per the behaviour policy.

Students who arrive late to a lesson will receive a negative comment, which will be recorded on Arbor for parents to view as per the behaviour policy.

Lesson truancy: Students who truant lessons will receive a Head of Year detention, in this case parents will be contacted by their HOY.

### **A student in 6<sup>th</sup> for 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.

Being on time to form is compulsory – any student who is late twice in a week will get 30 mins after school on a Thursday in line with the behaviour points below (if a student arrives so late that it is deemed they have missed most of the form time, this can be counted as missed form time and the 6th form manager should be notified by the tutor to assign the detention) – names to be provided by the office from the lates book each day by SLT.

### **4.5 Following up unexplained absence**

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may contact police and or children's services where appropriate after discussion with the schools DSL or DDSL in their absence.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- 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 pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention (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 3.7 above) about their child's attendance and absence levels via regular monitoring reports throughout the year. Where attendance becomes a concern, reporting of your child's attendance will be done so more frequently by the HOY/Pastoral Support Manager.

### 5. Authorised and unauthorised absence

#### 5.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

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

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

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

Leave of absence will not be granted for a pupil to take part in protest activity during school hours. As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 6 weeks before the absence, and in accordance with any leave of absence request form, accessible via the following link. The headteacher may require evidence to support any request for leave of absence. If a pupil is over compulsory school age (e.g. sixth form), leave can be requested or agreed by the pupil 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 – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed



this with the school, but it is not known whether the pupil is attending educational provision

- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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

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

## **5.2 Sanctions**

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

### **Penalty notices**

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

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

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

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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

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

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

- If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.
- If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.
- A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

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### **Notices to improve**

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

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

They will include:

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

## **6. Strategies for promoting attendance**

To promote outstanding attendance across the school, students will be divided into 5 categories dependent upon their attendance.

The pastoral team will always analyse attendance and implement support within the context of the individual student and attendance will be monitored on a student-by-student basis. Student attendance will be regularly reviewed and movement between each of the 5 categories will take place on a half termly basis or more frequently where there are significant attendance concerns.

SJB reserve the right to take appropriate action outside of the below framework at any time, where flexibility to overcome or meet the student's individual needs are required.

Student-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.

## **Year 7-11**

### **Students with attendance of 97%+ (Green)**

Students whose attendance falls into this category will:

Be recognised and rewarded in a variety of formal and informal ways by HOY & form tutors.

100% club – Prize draw in year assemblies every fortnight for those with 100% attendance over the previous 2 weeks

Celebration Assemblies will take place every half term, celebrations of outstanding attendance will form an integral part of these assemblies.

100% attendance certificates will be issued every term and house points awarded for those with 100% attendance.

Praise letters and postcards will be issued by HOYs on a half termly basis for those who have outstanding attendance.

Whole school awards evening will also recognise achievements of outstanding attendance at the end of each academic year.

Students with 100% attendance from the previous academic year will be issued with a 100% attendance badge and be able to skip the queue at break and lunch during the first term of the year.

### **Students with attendance of 95 – 96.9% (Blue)**

Students whose attendance falls into this category will:

Be monitored by tutor over several weeks, ensuring that regular conversations are taking place with the students highlighting the importance of outstanding attendance.

Student attendance will be reviewed for a move to the Yellow or Green group at the end of the half term by HOY & PSM

### **Students with attendance of 93 – 94.9% (Yellow)**

Students whose attendance falls into this category will:

Meet with their tutor during tutor time to discuss any patterns of absence.

Tutors may then make contact home with the parent/carer via email/phone call.

The HOY will regularly liaise with Tutor, & PSM to monitor attendance with regular “check-ins”.

Positive strategies used to support the student including the tutor to identify any barriers to attending school or patterns in absence and liaise with the HOY to identify any support measures which may be required to improve attendance.

Tutors and HOY to liaise with SENCO where this is appropriate and SEND have been identified.

Student attendance will be reviewed for move to Amber or Blue group at the end of the half term by HOY & PSM

### **Students with attendance of 90.1 – 92.9% (Amber)**

Students whose attendance falls into this category will:

Have their attendance monitored and reviewed on a fortnightly basis by the PSM.

HOY/ PSM to meet with parents of students whose attendance is of concern to discuss reasons for low attendance and agree on a positive approach to improve students' attendance.

As part of the parent meeting with the HOY/PSM there will be a review of any in-school issues which may be acting as a barrier towards an improvement in attendance and a discussion around how the student can be supported will take place. (e.g. absence from particular subjects, peer issues, support at home)

HOY & PSM to liaise with each other & Inclusion / safeguarding team if appropriate.

Positive strategies will be used to support the student in improving their attendance.

Warning letter 1 is sent out to parents if attendance reaches 92% or below from Autumn half term 2 onwards.

Student attendance will be reviewed for a move to the Red or Yellow group on a fortnightly basis between KS lead, HOY & PSM.

### **Students with attendance of 0 – 90% (Red)**

Students whose attendance falls into this category will:

Have their attendance monitored daily. These students will form the first phone calls of the day for the PSM if the student is absent & no reason given to the main school office as part of the normal absence recording procedure.

PSM & HOY to create an Attendance Support Plan alongside SJB's Head of Inclusion if appropriate this will be shared with the parents and students at the earliest possible opportunity and their input will be requested.

HOY to communicate attendance concerns and support plans with staff through email/pastoral briefing.

From Autumn half term 2, if attendance falls below 90%, the student will be classed as a persistent absentee and the persistent absentee letter will be sent home.

Once the persistent absentee letter has been sent, if there is no improvement in attendance, warning letter 2 will be sent out if attendance reaches 85% or below.

Once warning letter 2 has been sent all future absences will be unauthorised unless medical evidence is provided to the HOY/PSM/school office.

SJB may exercise the right to make a formal referral to SCC Inclusion Services if no improvement seen after letter 2 has been issued.

Once a referral to SCC Inclusion Service has been made if attendance doesn't improve, Parents/carers may be given a Warning of Fixed Penalty Notice (WFPN) by the Inclusion Officer (SCC). SCC may begin court proceedings where appropriate.

Student attendance will be reviewed for move to Yellow group on a fortnightly basis between KS lead, HOY & PSM will take place

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

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

The head of year will always work closely with families to identify and overcome any barriers to attending school. Where school attendance becomes a significant challenge for a student the head of inclusion will work alongside the family to support them in overcoming the challenges and consider an alternative approach to the students education.

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

Where a pupil has an education health and care (EHC) plan 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.

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

Any students who have had a lengthy absence from school will be supported accordingly. The head of year will consult with parents to discuss the needs of the student upon their return and support the students in their reintegration. Where appropriate the student will be supported in a catch up plan for the learning they have missed. This will all be arranged by the students head of year.

## **8. Attendance monitoring**

The Pastoral Support manager will review and monitor attendance regularly and work alongside the school lead for attendance. Heads of Year will also work closely alongside the PSM to monitor attendance regularly and identify patterns and respond in line with the actions noted in this policy.

### **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 pupil information will be shared with the DfE on request.

The school has granted the DfE access to its management information system 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 Trust board.

## 8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

## 8.3 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 severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers/form tutors, to facilitate discussions with pupils and families, and to the governing board and school leader
- 
- s (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 pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate.
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## 8.4 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
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions

- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

### **9. Monitoring arrangements**

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum yearly by Xavier Trust.

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

This policy links to the following policies:

- [Child protection and safeguarding policy](#)
- [Behaviour policy](#)

## Appendix 1: attendance codes

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

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



<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
<b>Y1</b>	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	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