We are an ambitious and inclusive Trust of schools strengthening communities through excellent education.

Exmouth Community College

Attendance Policy 26 - 27

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1.0 Policy statement

1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve attendance in our schools.

2.0 Scope and purpose

This policy applies to all school leaders, staff, parents, families and pupils.
The purpose of the policy is to outline the specific roles, responsibilities and actions required by everyone in order to continue to improve and maximise the attendance of all pupils in all our schools.

3.0 Definition

3.1 This policy applies to all school leaders, staff, parents, families and pupils. For the purpose of this document:

- the Ted Wragg Multi Academy Trust is referred to as **The Trust of Schools**,
- references to 'teachers' include all paid staff responsible for the supervision of pupils,
- references to 'pupils' include all learners in our school,
- references to 'school' refers to all education settings, regardless of type and
- we refer to Section 576 of the Education Act which defines the 'parent' of a pupil or young person as:
    a. Both of their natural parents, whether they are married or not.
    b. Any person who, although they are not the natural parent, has parental responsibility for the pupil or young person, as defined in the Children Act (1989).
    c. Any person who, although not the natural parent, has the care of the pupil or young person i.e., a person with whom the pupil lives, irrespective of their relationship to the pupil.

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4.0 Legal framework

4.1 This Policy will be published on the Trust's website and as a statutory policy will be included in the Trust's Policy Monitoring Schedule.

4.2 This policy meets the requirements of the Working Together to Improve School Attendance statutory guidance from the Department for Education (DfE) and refers to the DfE's statutory guidance on school attendance and parental responsibility measures.

4.3 These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

a. The Education Acts 1996 and 2002

b. The school Attendance (Pupil Registration) (England) Regulations 2024

c. The Education and Inspections Act (2006)

d. The Education (Pupil Registration) (England) Regulations 2006 (Amendment 2016)

e. The Education (Penalty Notices) England) Regulations (Amendment 2024)

f. DfE Guidance linked to attendance:

i. The Equality Act 2010 and schools (DfE May 2014)
Equality Act Advice Final

ii. Supporting pupils at school with medical conditions (DfE December 2015)
Supporting pupils at school with medical conditions

iii. Education for children with health needs who cannot attend school (DfE December 2023)
Education for children with health needs who cannot attend school

iv. Keeping children safe in education (DfE) Keeping children safe in education and Working Together to Safeguard Children Working Together To Safeguard Children

v. Working together to improve school attendance (DfE - August 2024)
Working together to improve school attendance

vi. School census guidance (DfE)
1. https://www.gov.uk/guidance/complete-the-school-census

vii. Suspension and permanent exclusion (DfE August 2024)
https://www.gov.uk/government/publications/school-exclusion

viii. Summary of responsibilities where a mental health issue is affecting attendance (February 2023)
Summary of responsibilities where a mental health issue is affecting attendance.pdf

ix. Home to school travel and transport guidance (DfE Jan 2024) Home-to-school-travel-and-transport-guidance

x. Children Missing Education Children Missing Education

xi. Elective Home Education Elective Home Education

5.0 Introduction

5.1 The Attendance Policy operates within the context of the school's mission and values. It is the aim of leaders to support every pupil to attend school each day in order to fulfil their academic and social potential.

5.2 To realise this aim, the school will work in partnership with parents / carers, the local authority, and outside agencies to offer pupils and families support in maintaining excellent attendance. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Improving and maximising attendance is everyone's responsibility: effective communication and joined up working are paramount, and the school will operate a 'support first approach' in line with DfE expectations.

5.3 Excellent attendance is a pre-requisite of academic success and personal development and wellbeing. The school will ensure that parents are kept fully informed about the link between attendance and successful outcomes and that when progress is jeopardised, this message is clearly reiterated, and support is offered to remove any existing or emerging challenges to attendance.

5.4 One of the most important factors in promoting good attendance is the development of positive attitudes and connections with school. To this end, the school strives to provide a happy and rewarding experience for all children, and to foster positive and mutually respectful relationships with pupils and their families.

5.5 The policy will be implemented alongside the Department for Education guidance document 'Working Together to Improve School Attendance'.

6.0 Aims

6.1 To provide clear guidelines about how the school promotes and secures high levels of pupil attendance and punctuality.

6.2 To ensure all stakeholders understand the school's expectations of themselves, and each other, in order to secure them.

6.3 To support the mission, vision and values of the Trust and its schools.

7.0 Who is responsible for this policy?

7.1 The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory requirements. The Trust has delegated day-to-day responsibility for operating the policy to the local governing body and Headteacher of each school.

7.2 The local governing body and senior leadership team at each Trust school have a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for fulfilling their roles and supporting to ensure its success.

8.0 Responsibilities

8.1 All children aged 5 - 16 years must receive suitable education. (Section 7, *Education Act (1996/2002)).* A pupil of compulsory school age who is registered at a school must, by law, attend regularly.

8.2 By law, parents have the prime responsibility for ensuring that pupils of compulsory school age attend regularly. (Section 576, Education Act (1996)).

8.3 The Local Authority (LA) must offer educational provision for all children of school age.

8.4 By law, all schools (except those where all pupils are boarders) are required to keep an attendance register, and all pupils must be placed on this register from the beginning of the first day on which the school has agreed or has been notified that the pupil will attend the school.

8.5 Every entry in the attendance register will be preserved for 3 years after the date on which the entry was made.

8.6 By law, all schools must keep an admissions' register, the contents of which includes all pupils, their personal details, (including **at least three** telephone numbers for different safe adults, to ensure that we can always contact someone in the event of an emergency), the date of admission (or re-admission), information regarding parents and details of the school last attended by the pupil.

8.7 Pupils will be removed from roll only when they complete their education stage, transfer to another school, move out of the area or emigrate, or following a parental request for elective home education. We follow statutory guidance for removing pupils from roll and notifying the local authority. Further information can be found in Appendix 6.

8.8 There is a clear link between attainment and attendance. Under **section 444** (**1**) of the **Education Act 1996** (EA 1996), a parent commits an offence if they fail to ensure their child's regular attendance at a school where the child is registered. We will therefore, if the circumstances dictate, enforce the use of statutory action to encourage and promote attendance, this is done to ensure that all pupils can benefit from their legal right to receive an education.

8.9 The school will communicate attendance concerns to the pupil's social worker, if they have one, or the Virtual School Head, if the pupil is a looked after child. This will be done as soon as there is an attendance concern and immediately upon becoming a persistent absentee. Unexplained absences will also be communicated to the social worker and Virtual School Head, where relevant.

8.10 A roles and responsibilities framework in outlined in Appendix 3 to complement this policy. This defines agreed roles and responsibilities for parents, pupils and staff. This includes the responsibility for our School Senior Attendance Champion at the school who is Neil Dyke.

9.0 Safeguarding & Attendance

9.1 The school will monitor trends and patterns of absence for all pupils as a part of its standard procedures. However, it is recognised that sudden or gradual changes in a pupil's attendance may indicate additional or more severe safeguarding issues. In line with government guidance Keeping Children Safe in Education, local procedures and the school's Safeguarding Policy, staff will investigate and report any suspected safeguarding concerns on to the relevant authorities. As part of the school's safeguarding duty and standard procedures, staff

will inform the local authority and/or the police of the details of any pupil who is absent from school when they cannot establish their whereabouts and are concerned for the pupil's welfare.

10.0 Definitions

10.1 A pupil is classed as absent if they arrive after the register has closed or if they do not attend for any reason.

10.2 An authorised absence is when approval has been given in advance for a pupil of compulsory school age to be absent for a specific (legal) purpose, or we have accepted an explanation offered afterwards as justification for absence from a parent or carer. An authorised absence is still an absence and as such should be avoided wherever possible.

10.3 Reasons may include:

a. an absence for illness for which we have granted leave,
b. medical or dental appointments may be granted leave where every attempt has been made to arrange outside of school hours, has been unsuccessful and so cannot be avoided, or where the appointment is a genuine emergency,
c. religious or cultural observances for which we have granted leave. The day must be exclusively set apart for religious observance by the religious body to which the parents or pupil belong. Where necessary, we will seek advice from the parents' religious body about whether it has set the day apart for religious observance and
d. an absence due to a change in exceptional circumstances.

10.4 The codes used for authorised absence set out by the DfE are outlined below:

Authorised absence		
C1	Absent to participate in a regulated performance or undertaking regulated employment abroad.	Authorised absence
C2	Pupil of compulsory school age is absent due to a part-time timetable agreed by the parent and the school	Authorised absence
C	Absence agreed by the school due to an exceptional circumstance	Authorised absence
E	Suspended or permanently excluded and no alternative provision made	Authorised absence
I	Illness (physical and/or mental health related)	Authorised absence
J1	Absence agreed by the school to attend an interview for employment or for admission to another educational institution	Authorised absence
M	Absence agreed by the school for medical/dental appointment	Authorised absence
R	Day set aside for religious observance	Authorised absence
S	Study leave for a public examination	Authorised absence
T	A mobile child (child of no fixed abode) who is travelling with their parent for their trade or business	Authorised absence
X	Non-compulsory school age pupil not timetabled to attend	Not counted in possible attendances

10.5 An unauthorised absence is defined as one where we are not satisfied with the reasons given for the absence. Reasons may include:

a. parents keeping children from attending unnecessarily or without reason,
b. missing sessions before or during the school day,
c. absences which have never been properly explained,
d. arrival after the register has closed,
e. day trips and holidays in term time and
f. leaving school without authorisation during the school day.

10.6 The codes used for unauthorised absence, as set out by the DfE are outlined below:

Unauthorised absence		
G	Holiday not granted by the school.	Unauthorised absence
N	Reason for absence not yet established.	Unauthorised absence
O	Absent in other or unknown circumstances.	Unauthorised absence
U	Arrived in school after registration closed (where an authorised absence code does not apply).	Unauthorised absence

10.7 **Persistent absence** is defined as: 10% or more of sessions missed or 19 or more school days missed across the school year (based on each pupil's possible sessions). Absences may be authorised or unauthorised, but both are included.

10.8 **Severe absence** is defined as: 50% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised, but both are included.

10.9 Persistent lateness is defined as pupils who have five or more late marks recorded in a single half-term.

11.0 Monitoring and Reviewing Attendance

11.1 We recognise that early intervention and support can prevent poor attendance. We monitor attendance and punctuality, daily and weekly throughout the year. We recognise that certain groups of pupils may be more susceptible to poor attendance and will provide support and assistance wherever possible.

11.2 We set challenging attendance targets for the whole school.

11.3 Pupil-level absence data is collected regularly and published at national and local authority level through the DfE's school absence national statistics releases. We regularly compare our attendance data to the national average.

11.4 Specific measures are taken to monitor school attendance. These processes are embedded and regularly checked to ensure the effective safeguarding of all pupils. Data on attendance is collected and analysed a minimum of once per half term for all children and more regularly for children who are persistently or severely absent. Key analysis is made of the following:

a. Patterns of absence, including broken weeks analysis
b. Patterns of lateness
c. Patterns of absence due to medical appointments
d. Patterns of unauthorised absence
e. Correct and consistent use of absence codes
f. Trends in reasons for absence, for example, use of the C code, leave of absence and exclusions
g. Trends in particular groups of children for example, pupils with Special Educational Needs and Disabilities (SEND).

11.5 Attendance data informs our action planning and supports the identification of key priorities in the school improvement plan and future revisions of this policy.

11.6 The attendance data is reported to the Headteacher and all other relevant staff, to facilitate timely and supportive discussions with pupils and families.

11.7 Data will also be used by the school to monitor the impact of any interventions put in place to improve attendance and to modify them and inform future strategies.

12.0 Reviewing this Policy

11.1 This policy will be reviewed every two years or in the following circumstances:

a. Changes in legislation and/or government guidance
b. As a result of any other significant change or event
c. If the policy is determined not to be effective

13.0 Appendices

Appendix 1 - Key Contacts

Headteacher		*Tom Inman*
Contact Details	Email	*Michaela/savage@exmouthcollege.org*
	Telephone	*01395 264761*
Senior Attendance Champion (SLT)		Neil Dyke
Contact Details	Email	Neil.dyke@exmouthcollege.org
	Telephone	01395 255677
Attendance Officer		Helen Parker
Contact Details	Email	Helen.parker@exmouthcollege.org
	Telephone	02395 255702
Office Manager (Whole School Administration Team Leader)		
	Email	Melanie.Simeone@exmouthcollege.org
	Telephone	01395 264761
Family Support Worker (If applicable)		
	Email	
	Telephone	
Link Governor responsible for attendance		Elizabeth Lee
	Email	Elizabeth.lee@exmouthcollege.org
	Telephone	Please use email address above.

Appendix 2 - Maintaining an Attendance Register & Reporting Absence

The law states that schools must take the attendance register at the start of each morning session of each school day and once during the afternoon session. The school must record whether each pupil is:

- Present at the school,
- Attending a place other than the school, or
- Absent from the school.

Appendix 4 provides a list of register codes.

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 and
- the name and position of the person making the amendment.

Key Information *Schools must amend all highlighted sections according to their school information.*

- The school gates are open from: 8:20am. The school day starts at 8.30am. All pupils should be in their classroom at this time. The school day ends at 3:00pm.
- The first (morning) registration session starts at 8.30am. Pupils will receive a late mark if they are not in their designated classroom by 9.00am. The register closes at 9.00am (*Max 30min for registers to be open). Pupils will receive a mark of absence if they do not attend before this time. Attendance after the register closes will receive a mark to show that the pupil is on site, (U) but will count as an absent mark.
- Pupils arriving late to school should report to the main school entrance and sign in via the electronic screen / at reception.
- The second (afternoon) registration session starts at (1.25 pm enter time of the last afternoon session.)
- If a pupil needs to leave school during the day, they must sign out at the main reception with a parent once authorisation has been given from a Senior Leader.
- Pupils educated off-site are monitored daily for their attendance at the off-site/alternative provision. Staff work closely with the staff at the off-site provision, the pupil, and their parents to support the pupil to maintain good attendance, ensure safeguarding processes are in place and to ensure the child remains connected to the school.

Recording Attendance

- The national absence and attendance codes enable schools to record and monitor attendance and absence in a consistent way which complies with the regulations. They are also used for collecting statistics through the Census and DfE data returns. The data helps schools, local authorities, and the Government to gain a greater understanding of the level of, and the reasons for absence. See Appendix 4 for the DfE attendance codes.
- There will be no pre-population of codes and individual school tracking systems which monitor the whereabouts of pupils and those educated off-site, are robust and quality assured regularly.
- Where pupils are dual registered, or are taking part in other approved educational activities, the register will be updated following regular discussion and information sharing with the other establishment.
- The Attendance Team will check the missing register report and lesson absence (N codes) throughout the day (each lesson in Secondary) and report any concerns to the SLT Senior Attendance Champion.
- Adrea Kew will check attendance of students accessing off site provision.

Reporting Absence

- It is the responsibility of the parent to inform us of a pupil absence and to inform us of any changes to contact details.
- Parents can report the absence of their child by reporting on MCAS see College website for further details.
- Parents are expected to inform us of their pupil's absence before 8.15 a.m. on each day of absence providing the reason for absence and when their child will be returning to school. We will contact parents and/or other listed emergency contacts (parents need to supply at least 2 other contacts for emergencies) where no contact has been made. Where required, we may conduct reasonable enquiries with friends or neighbours and will carry out welfare checks as necessary. If no contact is made, we may request a welfare check from the police.
- The school will always prioritise support over legal interventions. However, the school has a duty of care to inform parents that do not engage with the advice and support offered, that the threshold for referral to the Attendance Engagement Service is 92% and the school will proceed with a referral should a child's attendance reach this level and there is a lack of engagement with the school support on offer.

Reasons for Absence

Appointments

- As far as possible, medical, and dental appointments should be made outside of the school day. Where this is not possible, a note and appointment card should be sent to us prior to the appointment.
- Pupils must attend school before and after the appointment wherever possible. If the appointment requires the pupil to leave during the day, they must be signed out by an adult listed on the pupil's record. Should a pupil arrive late following an appointment, they should report to the school office / reception to be signed in.
- Absences for medical appointments will be recorded with an M code.

Religious Observance

- In accordance with the law, the school will authorise one day's absence for a day exclusively set apart for religious observance by the religious body to which the parent/carer belongs – this will be recorded with the R code. In line with the DfE's Working together to improve school attendance guidance, if necessary, the school will seek advice from the parent/carer's religious body, about whether it has set the day apart for religious observance.
- Parents/carers should notify the school in advance that their child will be absent for religious observance, so that the school knows whether to expect the pupil into school or not.
- If a parent/carer would like their child to be absent for an additional day, around a religious observance, they should contact the school to request this. The school will consider each application individually, considering the specific facts and circumstances and relevant background context behind the request. If additional absence is authorised, this will be marked with the C code.
- The school will ensure a pupil is not penalised for absence due to days of Religious Observance, for example if using attendance rewards.

Illness

- To make informed decisions about their pupil's fitness for attending school, parents are encouraged to refer to the NHS guidance - NHS - Is my child too ill for school and the UK Health Security Agency guidance UKHSA Should I keep my child off school guidance A3 poster
- Any authorisation of absence through illness is done so at the discretion of the Headteacher or member of staff delegated to carry out this task within the school.
- Parents and carers are expected to notify the school on the first day their child is unable to attend due to illness (both physical and mental health related).
- If the child is ill for more than one day, the parent/carer should contact the school each day to provide an update, unless otherwise agreed by the school.
- In most cases, absences for illness which are reported by following the school's absence reporting procedures will be authorised and coded I (Illness).

- If the school has genuine and reasonable doubt about the authenticity of the illness, the school will request medical evidence to support the absence.
- Where medical evidence is considered necessary, the school will not be rigid about the type of evidence requested and will speak to the family about what evidence is available. Where a parent cannot provide evidence in the form requested but can provide other evidence, the school will take this into account. Where a parent cannot provide any written evidence, the school will speak to the parent and pupil, if appropriate, which may serve as the necessary evidence to record the absence appropriately.
- If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.
- Where a pupil's health need means they need reasonable adjustments or support because it is complex or long term, the school will seek medical evidence in order to better understand the needs of the pupil and identify the most suitable provision in line with the statutory guidance in supporting pupils at school with medical conditions or arranging education for children who cannot attend school because of health needs.
- The reporting of absence due to illness remains the responsibility of the parent/carer. Absences due to illness which have not been reported to the school by the parent/carer on the first and any subsequent days of absence may not be authorised.
- In some cases, a pupil may be absent long term due to an illness or injury. We will liaise with families to ensure children return to school as quickly as possible and that there are no safeguarding concerns. On occasions where this is not possible, (and when the section 19 threshold is met) we will make a referral to the Local Authority Medical Panel which provides educational opportunities for pupils who are unable to attend their regular school due to illness.

Mobile Pupil - Parents Travelling for Occupational Purposes

- A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place.
- The school will authorise the absence of a mobile child who is unable to attend school because they are travelling with their parent in the course of their trade or business. This is subject to certain limits, depending on the child's age and number of sessions absent. The school will discuss cases individually with parents as necessary. Parents should let the school know of their plans as far in advance as possible.
- The school will not unnecessarily ask for proof that a parent is travelling for occupational purposes, this will only happen when there are genuine and reasonable doubt about the authenticity of the reason for absence given. If there is doubt, the school may ask for proof that the family are required to travel for occupational purposes during the period of absence.
- To help ensure continuity of education for mobile children, when their parents are travelling for occupational purposes in England, wherever possible it is expected that children should attend a school where their parents are travelling and be dual registered at that school (classified as the subsidiary school) and at this school, which would be classified as their 'main school'.
- The T code, which is an authorised absence code, will be used when mobile children are known to be travelling for occupational purposes, but it is not known whether the child is attending another educational provision.
- When their parents are not travelling occupational purposes, mobile children are subject to the same rules as other children in terms of the requirement to attend school regularly.
- Mobile pupils travelling for occupational purposes covers Roma, English and Welsh Travellers, Irish and Scottish Travellers, Circus workers, Bargees (occupational boat dwellers), Showman and New Travellers.
- To protect Traveller parents from unreasonable prosecution for non-attendance, the Education Act (1944), Section 86, states that a Traveller parent/carer is safe from prosecution if their child accrues 200 attendances (i.e., 200 half days) in a year. It is important to note that this is only relevant when the family are engaged in a trade or business that requires them to travel and when the child is regularly attending school when that trade/business permits, following a request from parents (and the minimum 200 session criteria is met). It does not mean that part-time education for Traveller pupils is legally acceptable, nor does it relieve parents/carers of their duties to ensure that their child is receiving a suitable education when not at school.
- It is a parent's responsibility to:

a. ensure that your child's ethnicity has been registered with the school. You can ask the school to correct this or update it,
b. ensure you tell your child's school ahead of time. 2 weeks' notice is useful,
c. ensure that your children attend as much school as possible,
d. ensure their child is accessing at least 100 days (200 sessions) of school in any 12-month period,
e. have regular contact with their child's school whilst travelling. Once a week is suggested,
f. support their child to complete the work set by schools whilst travelling and
g. if staying in a new area for a week or more, to register their child for a temporary place at any school – called 'dual registration'.

- It is the school's responsibility to:
  a. allow mobile pupils to travel with their parents for work purposes,
  b. create work packs for their pupils to complete when away,
  c. arrange times for at least a weekly 'check in' with the family,
  d. contact the Local Authority if they have concerns,
  e. mark pupil's work and provide valuable feedback and
  f. ensure missed opportunities such as parents evening, vaccinations and careers advice are supported on the pupil's return.

Pupils with medical conditions or special educational needs and disabilities

- Some pupils face greater challenges to attendance than their peers. These can include pupils who suffer from long term medical conditions or those who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as they are for any other pupil.
- School will:
  a. work with parents to improve attendance, be mindful of the challenges pupils face, make reasonable adjustments, and put additional support in place where necessary to help them access their full-time education. It is also expected that parents will engage with the support offered both internally and with external partners to ensure our children have all the support they need to thrive,
  b. encourage positive conversations so that an effective support plan can be put in place, including making reasonable adjustments,
  c. consider possible explanations for absence including Emotionally Based School Avoidance (EBSA),
  d. work with parents to consider whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support,
  e. ensure relevant referrals are made for pupils who are too ill to attend school, which may include the LA medical panel (under section 19) and or medical agency support such as CAMHS,
  f. establish strategies for removing the in-school barriers - this may include considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements and
  g. ensure joined up pastoral care is in place and consider whether a time-limited, closely monitored and reviewed, phased return to school would be appropriate, for example for those affected by anxiety about school attendance.

Requesting Leave in Term Time

- Absence for purposes of leave during term time can only be authorised by the Headteacher, within the boundaries set by the Education (Pupil Registrations) (England) Regulations (2006). "Head Teachers may not authorise leave during term time except where the circumstances are exceptional." Under the Regulations, retrospective authorisation for leave in exceptional circumstances is not permitted.
- The fundamental principles for defining 'exceptional circumstances' are that they are: 'rare; significant; unavoidable and short'. Holidays during term time will not be considered as exceptional circumstances. The following guiding principles apply:

a. Term-times are for education. This is the priority. Children and families have 175 days off a year, including weekends and school holidays. We will rightly prioritise attendance at school.
b. The decision to authorise a pupil's absence is wholly at the Headteacher's discretion based on their assessment and merits of each individual request.
c. If an event can be reasonably scheduled outside of term-time, then it would not be normal to authorise absence for such an event – holidays are therefore not considered 'exceptional circumstances. It is also acceptable for the Headteacher to take a pupil's record of attendance into account when making absence-related decisions.
d. We will take the needs of the families of service personnel into account if this prevents them from being able to take family holidays during scheduled holiday time.
e. We also have a duty to make reasonable adjustments for pupils with special needs and/or disabilities.

- Family emergencies need careful consideration before decisions about attendance are made. It is not always appropriate, or in the best interests of the pupil to miss education for emergencies which are being dealt with by adult family members. Being at school with support from staff and peers can provide children with stability. The school routine can offer a safe and familiar environment during times of uncertainty. Relevant members of staff will work with parents to decide what is in the best interest of the pupil in such circumstances.

Persistent and Severe Absence

- Pupils with 90% or less attendance (have missed 19 or more days of school) are classified as Persistent absence (PA). PA includes both authorised and unauthorised absences.
- Pupils with 50% or less attendance are classified as Severe absence (SA). SA includes both authorised and unauthorised absences.
- All PA pupils will have personalised action plans to try to improve their attendance. This will be monitored by Helen Parker (Senior Attendance Officer) with the support of Neil Dyke (Senior Attendance Champion) and the Inclusion Team.
- Pupils who are PA will be discussed as a potential concern at fortnightly attendance review / inclusion meetings. Where pupils have an identified special educational need, the schools SENCO will also provide support, so that the impact of needs are clearly understood and appropriate, supportive actions are taken.

Following Up Absence and Taking Statutory Action

- We will follow up any unexplained absences to ascertain the reason and circumstances. Any pupils who fail to attend regularly or who are absent for more than one week with no explanation will be referred to the Designated Safeguarding Lead (DSL) and Headteacher.
- Unexplained absences will be followed up on the morning of the first day of the unexplained absence and the school will identify whether the absence is approved or not. The school will identify the correct code to use and will input it as soon as the reason for absence in ascertained. This will take no longer than 5 working days after the session has occurred.
- In the case where the reason for absence cannot be ascertained by the school and no reason has been issued for the pupil's absence, the school will initiate safeguarding procedures and the DSL will decide on the best course of action to ensure the safety of the pupil, following the procedures for children missing in education, as outlined in the guidance document from the Department of Education. This will include a welfare check conducted by school staff.
- Where it is appropriate, a member of staff may carry out a 'Return to School Meeting' to discuss the absence and to identify any support required.
- It may occasionally be necessary to inform parents that no further absences will be authorised for a particular pupil, unless medical evidence is provided as detailed in the absence due to illness section of this policy. This decision can only be made by the Headteacher often in consultation with DSL and where relevant, the SENCO.

Penalty notices, prosecutions and education supervision orders

- Under section 444 of the Education Act 1996, if a child of compulsory school age, who is a registered pupil at a school, fails to attend regularly at the school their parent(s) are guilty of an offence. This applies to both resident and non-resident parents who may both be subject to legal action if their child fails to attend school regularly. It also applies to others who may not be the parent but may have day to day care of the child. If an absence is not authorised by the school, the pupil's attendance is deemed to be irregular.
- A pupil's unauthorised absence from school could result in one of the following:
    - **A penalty notice**. The penalty is £80 per parent, per child, payable within 21 days, rising to £160 per parent, per child if paid between 22 and 28 days. If a second penalty notice is issued within a rolling 3-year period the penalty is £160 per parent, per child if paid within 28 days; there will be no option to pay a lower amount. (Failure to pay a penalty notice will usually result in prosecution.)
    - **Prosecution**.
- Penalty notices can be issued if a child has at least 10 sessions of unauthorised absence in a period of 10 school weeks. (A morning or afternoon is one session; a whole school day is two sessions.) However, the DfE's national framework for penalty notices allows penalty notices to be issued sooner than this, in some circumstances.
- Before a penalty notice is issued, where considered appropriate, a Notice to Improve will be sent to parents/carers to give them a final chance to improve attendance before a penalty notice is issued. A Notice to Improve will not be issued where a warning is not considered appropriate, for example in the case of unauthorised term time holiday absence.
- Penalty notices are issued to each parent/carer with responsibility for the child and are issued for each child with unauthorised absence. For example, if two siblings have unauthorised absence, and there are two parents/carers with responsibility for the children, four penalty notices would be issued.
- The school will refer cases of unauthorised absence that meet the threshold for a penalty notice to the local authority unless there are reasonable grounds for not doing so.
- Referrals for penalty notices will include unauthorised absence due to term time holiday or other trips/visits, and other types of unauthorised absence.
- When referring to the local authority for legal intervention, the school will show that the parent/carer has been warned they are at risk of a penalty notice or prosecution.
- Penalty notices are issued to parents as an alternative to prosecution and are intended to prevent the need for court action.
- A penalty notice may not be issued if prosecution is considered to be a more appropriate sanction for a pupil's unauthorised absence.
- The local authority will consider the information provided by the school and take action in line with their protocols and procedures, following the DfE's Working together to improve school attendance guidance. This will include considering whether an education supervision order should be applied for, as well as, or instead of a prosecution.
- It is a parent's legal responsibility to ensure their child receives appropriate education. Failing to send a child to school regularly and without good reason is a criminal offence. Schools can fine parents for the unauthorised absence of their child, where the pupil is of compulsory school age. The decision on whether to issue a penalty notice ultimately rests with the Headteacher, in line with the local authority's code of conduct for issuing penalty notices.
- See table below and the DfE's Working together to improve school attendance guidance for more information about penalty notices, prosecutions and education supervision orders. The local authority's penalty notice code of conduct is available from Devon - Attendance and Inclusion School Attendance .

Penalty notices	
Penalty notices are issued to parents as an alternative to prosecution and are intended to prevent the need for court action. If a pupil has frequent, and/or extended period of unauthorised absence, a prosecution may be considered, instead of a penalty notice. Penalty notices cannot be paid in instalments.	
Sanction	**Outcome**
First penalty notice (in a 3-year rolling period)	The penalty is £80 (per parent/carer, per child) payable within 21 days, rising to £160 if paid between 22 and 28 days. (Failure to pay will usually result in prosecution.)
Second penalty notice (in a 3-year rolling period)	The second time a penalty notice is issued to the **same parent** for the **same child** the amount will be **£160** per parent, per child (if paid within 28 days). There is no reduction in the amount if the penalty is paid early. (Failure to pay will usually result in prosecution.)
Prosecutions for unauthorised absence	
Local authorities (LAs) are unable to issue more than two penalty notices to the **same parent** for the **same child, in a rolling 3-year period.** Should a third offence of unauthorised absence for the same child be committed during the 3 years (including where a child has moved school and fines have been issued by other LAs), the LA may prosecute the parent/carer(s). As penalty notices are an alternative to prosecution, the LA may decide to proceed straight to prosecution instead of issuing any penalty notice. If prosecuting, it is for the LA to decide whether a section 444(1) or section 444(1A) prosecution is most appropriate.	
Sanction	**Outcome**
Prosecution under section 444(1) of the Education Act 1996	If found guilty, parents/carers may be fined up to £1000 and ordered to pay court costs. The court may also impose a Parenting Order.
Prosecution under section 444(1A) of the Education Act 1996	If found guilty, parents/carers may be fined up to £2500 and ordered to pay court costs. Other court outcomes include community sentences, such as Curfew Orders, Unpaid Work (Community Payback) or a prison sentence of up to three months. The court may also impose a Parenting Order.
Education Supervision Order (ESO)	
The local authority must consider applying for an ESO (under section 36 of the Children Act 1989) before prosecuting under s444 Education Act 1996. An LA may apply for an ESO instead of, or as well as, proceeding with a prosecution. The order is placed on the child, and a supervisor from the LA is appointed by the court, to give directions to the child and their parents with a view to securing that the child is properly educated. Parents can be prosecuted if they persistently fail to comply with a direction; if found guilty they may be fined up to £1000.	

Children Missing from Education (CME)

- We have due regard to our statutory duty to safeguard pupils who are CME. We follow the Local Authority's processes for reporting pupils missing from education. The DfE Guidance on Children Missing Education can be found here.
- If a pupil fails to return following a period of absence, investigations will be made by staff as to their whereabouts. If our investigations fail to contact the parents/pupil, the case will be referred to the Local Authority Children Missing Education (CME) Team within 20 days.

Attendance Causing Concern

- Specific measures to monitor attendance on a daily and weekly basis are embedded at the school and regularly checked to ensure the safeguarding of all pupils through specific and tailored interventions.
- Exmouth Community College records and collects attendance data using our Data Management System, Bromcom. We recognise that there are groups who nationally, and within our local setting, are more vulnerable and susceptible to lower attendance patterns such as children who are defined as in receipt of Pupil Premium, and pupils with Special Educational Needs or Disabilities. We will work with families to

overcome any specific challenges that children may be facing, regardless of these needs to ensure pupils continue to fully access their education.

- Staff make effective use of a range of communication methods eg Pupil Reports, BromCom, ClassCharts, The College Website, Headteacher Letters, Headteacher Video Updates and ECC Newsletters, to report to parents the trends and patterns in attendance at a whole school level as well as for their child.
- Where attendance is deemed to be a concern, we will talk to pupils and parents to seek to understand the challenges that are preventing consistent attendance. From this, there may be one of three initial outcomes:
    a. Initiate simple reasonable adjustments
    b. Develop a school focused attendance support plan with the pupil and their parent as appropriate (As per our Stage 2 of the attendance support process)
    c. Initiate a multi-agency Early Help Assessment (EHA)
- If the conversation with the pupil indicates a serious safeguarding concern, we will follow our safeguarding procedures, as set out in our Safeguarding and Child Protection Policy.

Supporting the Attendance of Every Pupil

- We use a variety of strategies to encourage attendance:
    a. Building strong and enduring relationships with our pupils and families so they feel a sense of connection to our school community
    b. Verbal encouragement and praise for sustained and improved attendance
    c. Individual pupil mentoring and support
    d. Create personalised and achievable attendance targets for some individual pupils, based on their medical needs and/or additional needs that are realistic and appropriate for each individual
    e. Create safe spaces for pupils to thrive
    f. Create opportunities for open dialogue with families about attendance, ensuring that we work in partnership with parents – utilising a framework for conversation such as the ATTEND framework or PUSH and PULL questions
    g. Use different methods to encourage attendance; for instance, explaining the links between attendance and outcomes as well as social and emotional development
    h. Raise the profile of attendance with families, particularly when pupils start at the school
    i. Teach and model a love of learning, helping families and pupils to see the value of the education that is offered to them
    j. Provide targeted support for identified pupils at the start and end of each term, where attendance to school has been identified as a challenge
    k. Look at the effect on attendance of decisions made at school level, for instance term dates and the timing of non-pupil days
    l. Be aware of the complexity of different contexts and the pressures that families might experience, which may in turn contribute to poor attendance.

- We recognise that not all children, particularly those who are most vulnerable, are able to achieve 100% attendance through no fault of their own. We celebrate improvements in attendance and contextualised good attendance for individual pupils.
- Each pupil is supported and encouraged to achieve their individual highest possible attendance. Where applicable, pupil's will be provided with SMART (Specific, Measurable, Achievable, Realistic, Time bound) individual targets for their attendance, which will be reviewed regularly and include parental consultation.

Ethnic Minority Pupils

- Pupil registration regulations states that absence should only be granted due to the exceptional circumstances relating to that application. It is important to note that Headteachers can determine the length of the authorised absence, as well as whether absence is authorised at all.
- The following might be considered as exceptional circumstance for ethnic minority pupils:
    a. Religious festivals: the school will authorise any absence where the parent/carer's religious organisation sets the day as a religious festival. For example: There are two key festivals in Islam, Eid-ul-Fitr (celebration that takes place at the end of Ramadan, the period of fasting) and Eid-ul-

Adha (festival of sacrifice). The dates of these key events are set according to the Islamic calendar. Muslim families usually need to take one or two days to celebrate these important festivals. Absences may be recorded as R.

b. Religious rites e.g. Bar Mitzvah, Holy Communion. The Headteacher will consider each request for leave of absence individually to determine the number of days approved.
c. A close family wedding, if the dates cannot be made during school holidays. (one day only)
d. Illness or death of an immediate family member; the Headteacher will also consider the time needed for the length of journey when child needs to travel abroad under such circumstances
e. Child, parent/carer requires medical treatment overseas or elsewhere in the UK due to language barrier or requiring specialist treatment elsewhere.
f. Length of journey from abroad; the Headteacher will consider length of journey or limited regional flights.
g. Cultural celebrations such as Chinese New Year or Diwali. Cultural celebrations give children a feeling of belonging and make them feel part of their culture. This sense of identity is like a natural buoy for a child's emotional health.
h. Children attending their annual exam in their home country. There are exams which are compulsory in some EU countries. They are normally during holidays but can occasionally be requested during term time.
i. Child, parent/ carer's visa has been revoked and they need to return to their birth country whilst pursuing the renewal of a visa. The duration will be considered in line with the expectations of the birth country.

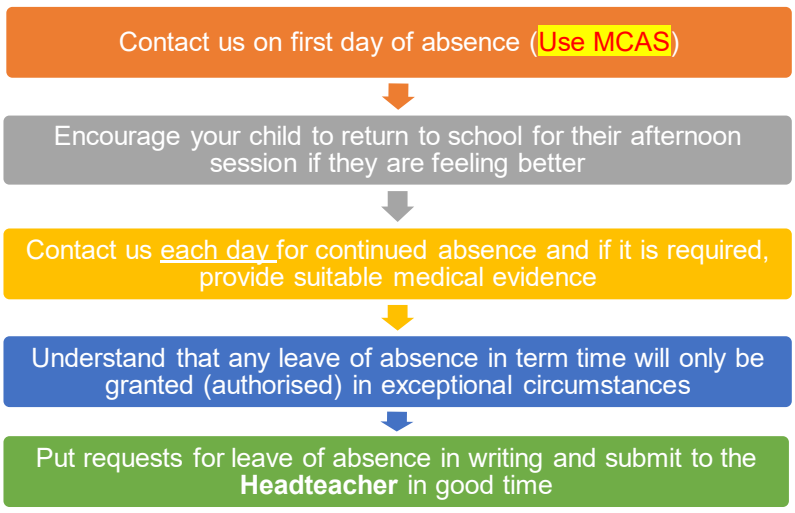
Appendix 3 – Framework of Responsibilities

- The foundation for good attendance is a strong partnership and relationship between the school, parents and the child, therefore, Exmouth Community College expects everyone to uphold their responsibilities for promoting excellent attendance at school.
- To do this everyone must understand their role in promoting a positive culture of belonging and connection and be clear about what is required of them individually, as well as how they need to work together in partnership with others.
- Where a pupil or family need support with attendance, the best placed person in the school will support the family, this may or may not be the child's class teacher. This person should remain consistent, and the school will draw on positive relationships to listen to and understand the barriers to attendance the pupil or family is experiencing.

Parents will:

- be aware that it is an offence for your child to be absent from school without a valid reason.
- be aware that only the school can determine if an absence is 'authorised'.
- ensure your child / children arrives at school on time, dressed in full school uniform, ready and equipped to learn.
- promote the value of a good education and the importance of regular school attendance at home.
- do everything you can to prevent unnecessary school absences, such as making medical and dental appointments outside of school hours.
- inform the school if your child is unable to attend, including the reason for absence and the expected return date.
- work with the school and your child to address any in-school barriers to attendance and support their learning by taking an interest in what they have been doing at school.
- enforce a regular routine at home in terms of homework, bedtime, etc. so that you child is used to consistency and the school day becomes part of that routine. It is vital that your child receives the same message at home as they do at school about the importance of attendance.
- provide the school with at least 3 emergency contacts for your child.
- provide proof of medical appointments that can only be attended during the school day.
- make early contact with the school when you become aware of problems with your child attending school.
- attend support meetings if concerns regarding attendance have been identified.
- participate in Early Help / Team Around the Family Meetings if required.
- support and participate in attendance support plans where appropriate and,
- support in actioning agreed interventions/actions and ensure your child attends all agreed interventions.

Please follow this process if your child is going to be absent from school:



Pupils will:

- aim to maximise and sustain their attendance and punctuality by arriving to school on time every day.
- come to school well prepared and with a positive attitude; to enjoy and achieve.
- be proud of achieving sustained attendance and punctuality.
- attend and be punctual to all lessons.
- talk about any concerns you have with a trusted adult in our school, especially if you are experiencing difficulties at school or at home which may impact on your attendance and/or engagement with school.
- commit fully to the attendance support plan (if applicable).

Support staff will:

- understand that promoting pupil attendance is the responsibility of all staff. Be compassionately curious, aware, vigilant, well-informed and listen to what children and families say about their barriers and challenges to accessing education.
- assist in ensuring attendance has a high profile and importance within the school.
- build on a culture of compassionate curiosity and supportive challenge when addressing persistent illness and absence with parents.
- follow up and avoid delay with parents when no reason has been provided for an absence.
- complete return to school meetings with pupils when required and as appropriate to your role.
- escalate concerns where required as per the Safeguarding and Child Protection Policy and,
- participate fully in training in relation to managing and maximising pupil attendance.

Teachers will:

- understand that promoting pupil attendance is the responsibility of all staff. Be compassionately curious, aware, vigilant, well-informed and listen to what children say about the barriers to accessing education.
- ensure attendance has a high profile within the classroom culture.
- connect with pupils and families through regular communication and compassionate curiosity if a child is absent or returning from school following an absence
- consider whether a pupils' known, or not yet identified, SEN could be impacting on attendance and whether further reasonable adjustments should be made.
- take registers in a timely manner and when required, as well as amending them accurately if a child arrives late.
- build a culture of compassionate curiosity and supportive challenge when addressing pupil absences with parents. Treat all pupils and parents with dignity and model respectful relationships to build a positive relationship between home and school.
- compassionately challenge parents when they do not provide a reason for absence.
- communicate with parents positively. Teachers should discuss the link between attendance, attainment and wider wellbeing and personal development. Teachers should challenge parents' views where they have misconceptions about what 'good' attendance looks like (this is outlined in more detail in figure 1 below).
- escalate concerns as per the Safeguarding and Child Protection Policy.
- discuss attendance with parents at every opportunity (celebrate good, sustained and improving attendance as well as concerning attendance).
- participate in training relating to attendance as appropriate.

Attendance Officer / Team will:

- take calls / receive messages from parents about absence on a day-to-day basis and record it accurately on the school MIS system in line with the DfE guidance,
- be compassionately curious in your conversations with parents regarding attendance in order to listen and understand any barriers or challenges that the child and family may be facing,
- offer support and guidance on attendance where needed,
- monitor and analyse attendance data and ensure parents and key staff are kept informed,
- benchmark attendance data locally and nationally to identify areas of focus and improvement,

- provide regular attendance reports to parents and school staff and report concerns about attendance to the Senior Attendance Champion and Governor responsible for attendance,
- monitor pupils with declining attendance in line with the attendance support process through regular communication with both the pupil and their parents, holding attendance support meetings where required and agreeing individual action plans with school leaders,
- attend welfare checks / home visits where required,
- escalate concerns where required as per the Safeguarding and Child Protection Policy,
- work with Attendance Engagement Service to tackle persistent and severe absence and
- advise the Headteacher and Senior Attendance Champion when to issue fixed-penalty notices.

Designated Safeguarding Lead (DSL) will:

- provide safeguarding support and advice to the attendance team as appropriate, including in response to term-time leave requests, EHE and CME cases.
- take safeguarding action where a child is vulnerable and is missing education or has unexplained or sustained periods of absence.
- meet with the school attendance officer/attendance team at least fortnightly to review the attendance of the pupils on the school's vulnerable pupil list and those who are severely absent and agreeing any action needed.

Special Educational Needs and Disabilities Co-ordinator (SENDCo) will:

- meet with the school's attendance officer/attendance team to review the attendance of the pupils on the SEND Register and agree any action needed.
- monitor the attendance of pupils with SEND and take appropriate action as needed.
- assign named adults / key workers to all children on the SEND Register who will monitor the child's attendance and provide timely and individualised support where appropriate.

School Senior Attendance Champion (SLT member) will:

- hold overall responsibility for championing and improving attendance to school and liaising with pupils, parents and external agencies where needed.
- set a clear vision and implementation plan for improving and sustaining good attendance.
- establish and maintain effective systems for tackling absence and make sure they are followed by all staff.
- have a strong grasp of absence data to focus the collective efforts of the school and conduct a thorough analysis of half-termly, termly, and full year data to identify patterns and trends, including analysis of pupils and cohorts and identifying patterns in the use of certain codes, days of poor attendance, broken weeks, days missed at the start of terms and where appropriate, subjects / classes which have low lesson attendance,
- regularly monitor and evaluate progress, including the efficacy of the school's strategies and processes.
- ensure the school has a robust attendance and absence process, staff are clear about their roles and responsibilities in relation to attendance and have the required time, knowledge and skills to fulfil them.
- regularly review the school's attendance procedures – strengths and weaknesses, including seeking feedback from the attendance team, highlighting key issues with the Headteacher**.**
- have a deep and clear understanding of attendance by group, such as gender, pupils entitled to Free School Meals, Pupil Premium pupils, pupils with SEND, Children in Care, Young Carers and attendance by Ethnicity and Language (English/EAL).
- maintain an overview of pupils attending alternative provision, those on reduced timetables and on off-site directions. Be aware, vigilant, well-informed and listen to what pupils and families say about the barriers to accessing education,
- work with the SENCo, where relevant, to ensure any SEND needs are fully understood, including how these may impact on attendance, and to ensure that the provision in place meets needs of the child and supports good attendance,

- work with the leadership team and the School Link Attendance Governor to benchmark the school's attendance data against local, regional, and national levels to identify areas for focus and improvement,
- monitor using the data, the impact of school wide and specific attendance strategies, ensuring there is regular and positive communication with parents,
- ensure attendance is a standing agenda item for every team meeting and use practice examples to explore themes and review relevant policies and practice,
- lead initiatives to promote the profile of attendance throughout the school including a package of pupil recognition for improving or sustained attendance punctuality and overall excellent attendance, while not penalising pupils with complex medical or additional needs which impacts on their ability to attend school regularly,
- work on proactively building strong relationships with families and pupils by all staff,
- follow the Attendance Engagement Service and Local Authority (LA) procedures and support staff to offer Early Help where necessary and work with Attendance Engagement Officers (AEO's) to tackle persistent absence,
- work with the AEO's, LA, agencies, and safeguarding partners to overcome barriers to attendance,
- advise the Headteacher when to issue fixed-penalty notices,
- attend welfare / home visits where required,
- escalate concerns when deemed appropriate as per the Safeguarding and Child Protection Policy,
- lead attendance training for staff and governors,
- communicate attendance concerns to the pupil's social worker (where applicable) or The Virtual School Head, if the pupil is a looked after child. This will be done as soon as there is an attendance concern and immediately upon becoming a persistent absentee. Unexplained absences will also be communicated to the social worker and Virtual School Head, if applicable.

Senior Leadership Team will:

- take a lead in promoting pupil attendance, ensuring it is the responsibility of all staff.
- be compassionately curious, aware, vigilant, well-informed and listen to what pupil say about the barriers to accessing education,
- ensure attendance has a positive high profile across the school,
- work proactively on building strong and supportive relationships with pupils and families,
- build a culture of supportive challenge when addressing persistent illness absences with parents,
- attend welfare / home visits where required,
- escalate concerns where required as per the Safeguarding and Child Protection Policy,
- liaise with the Senior Attendance Champion, DSL, Behaviour Lead and SENCo as appropriate to discuss attendance concerns for individual pupils,
- participate in and lead appropriate training in relation to attendance,
- ensure there are designated staff with day-to-day responsibility for attendance matters and ensure that adequate, protected time is allocated for them to discharge their responsibilities and
- take overall responsibility for ensuring our school conforms to all statutory requirements in respect of attendance e.g., maintenance of the school register and deletion from school roll.

Headteacher will:

- ensure the school ethos promotes and celebrates excellent and sustained attendance and punctuality, ensuring it is the responsibility of all staff,
- be aware, vigilant, well-informed and listen to what pupils and families say about the barriers to accessing education,
- monitor the school's offer to ensure the delivery of a curriculum which is engaging and personalised to meet the needs of all pupils,
- ensure effective strategies are in place to promote and implement the Attendance policy throughout the school,
- ensure attendance has a positive and high profile across the school and with parents in all communications,

- monitor school level absence data with the School Senior Attendance Champion and report attendance data to the Local Governing Board, including data about pupils who are persistently absent (90% or below) or severely absent (50% or below) and the associated support processes,
- support all staff in monitoring the attendance of individual pupils,
- agree with the Senior Attendance Champion when to issue fixed-penalty notices,
- decide whether to grant leave during term time for exceptional circumstances and
- ensure attendance training is provided to all staff annually and that staff have time (relevant to their role) to support attendance and intervene / support as required.

Local Governing Board will:

- recognise the importance of school attendance and promote it positively across the school's ethos and policies,
- review the implementation of the School Attendance Policy and ensure effective strategies are in place,
- ensure the school fulfils their statutory duties in relation to attendance,
- ensure staff receive adequate training on attendance on an annual basis,
- discuss the targets for attendance with the Headteacher and review progress towards these at Board meetings and
- regularly monitor attendance data through data analysis at Board meetings, including for identified groups of pupils. Ask appropriate questions about attendance trends and be curious about what is being done to challenge and prevent persistent and severe absence.

Figure 1:

There are 190 school days each year, this means that there are

175 non-school days a year for families to use for holidays and appointments

Attendance %	Rating	Days absent	Description
100%	Strong Attendance	0	This represents the best chance of success for your child
97%	Secure Attendance	5	
95%	Improvement required	9	This represents less chance of your child succeeding, as it is harder for them to make progress
90%	Attendance Concern (Persistent absence*)	19	
85%	**Serious Concern ****	**30**	**Serious Concern** **Missing this much education will seriously limit your child's success and could result in legal action**

*Persistent absence is defined as: 10% or more of sessions missed (19 or more days) (based on each pupil's possible sessions). Absences may be authorised or unauthorised and both will be included.

** Severe absence is defined as: 50% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised and both will be included.

Appendix 4 – Attendance Codes

The following codes will be used and are taken from the DfE's Working Together to Improve School Attendance Statutory guidance:

Code	Description	Statistical Meaning
Attending the school		
/ \	Present at the school / = morning session \ = afternoon session	Attending
L	Late arrival before the register is closed (see code U for late arrival *after* the registers close)	Attending
Attending a place other than the school		
B	Attending a place for an approved educational activity, arranged by the school, which is not a sporting activity or work experience. (Not dual registration.)	Attending an approved educational activity
D	Not currently expected to attend, as dual registered at another school (i.e. pupil attending another school, PRU or alternative provision academy).	Not counted in possible attendances
K	Attending offsite educational provision arranged by the local authority. (The school must also record the nature of the provision.)	Attending an approved educational activity
P	Participating in an approved sporting activity.	Attending an approved educational activity
V	Attending an educational visit or trip arranged by on or behalf of the school.	Attending an approved educational activity
W	Attending approved work experience.	Attending an approved educational activity

Code	Description	Statistical Meaning
Authorised absence		
C1	Absent to participate in a regulated performance or undertaking regulated employment abroad.	Authorised absence
C2	Pupil of compulsory school age is absent due to a part-time timetable agreed by the parent and the school.	Authorised absence
C	Absence agreed by the school due to an exceptional circumstance.	Authorised absence
E	Suspended or permanently excluded and no alternative provision made.	Authorised absence
I	Illness (physical and/or mental health related).	Authorised absence
J1	Absence agreed by the school to attend an interview for employment or for admission to another educational institution.	Authorised absence
M	Absence agreed by the school for medical/dental appointment.	Authorised absence
R	Day set aside for religious observance.	Authorised absence
S	Study leave for a public examination.	Authorised absence
T	A mobile child (child of no fixed abode) who is travelling with their parent for their trade or business.	Authorised absence
X	Non-compulsory school age pupil not timetabled to attend.	Not counted in possible attendances

Code	Description	Statistical Meaning
Absent - unable to attend school because of unavoidable cause		
Q	Unable to attend as the local authority has a duty to make travel arrangements and these are not yet in place.	Not counted in possible attendances
Y1	Unable to attend because the school is not within walking distance and the transport normally provided for the pupil by the school or local authority is not available.	Not counted in possible attendances
Y2	Unable to attend due to widespread disruption to travel caused by a local, national or international emergency.	Not counted in possible attendances
Y3	Unable to attend due to part of the school premises being closed.	Not counted in possible attendances
Y4	Unable to attend due to the whole school site being unexpectedly closed.	Not counted in possible attendances
Y5	Unable to attend as in criminal justice detention.	Not counted in possible attendances
Y6	Unable to attend due to public health guidance or law.	Not counted in possible attendances
Y7	Unable to attend because of any other unavoidable cause. (The academy must also record the nature of the unavoidable cause.)	Not counted in possible attendances

Code	Description	Statistical Meaning
Unauthorised absence		
G	Holiday not granted by the school.	Unauthorised absence
N	Reason for absence not yet established. (If the reason cannot be established within 5 school days, the N code should be changed to an O code.)	Unauthorised absence
O	Absent in other or unknown circumstances.	Unauthorised absence
U	Arrived in school after registration closed (where an authorised absence code does not apply).	Unauthorised absence
Administrative codes		
#	Planned whole school closure (such as weekends, bank holidays, school holidays, INSET days, and use of the whole school as a polling station).	Not counted in possible attendances
Z	Prospective pupil not yet on admission register.	Not counted in possible attendances

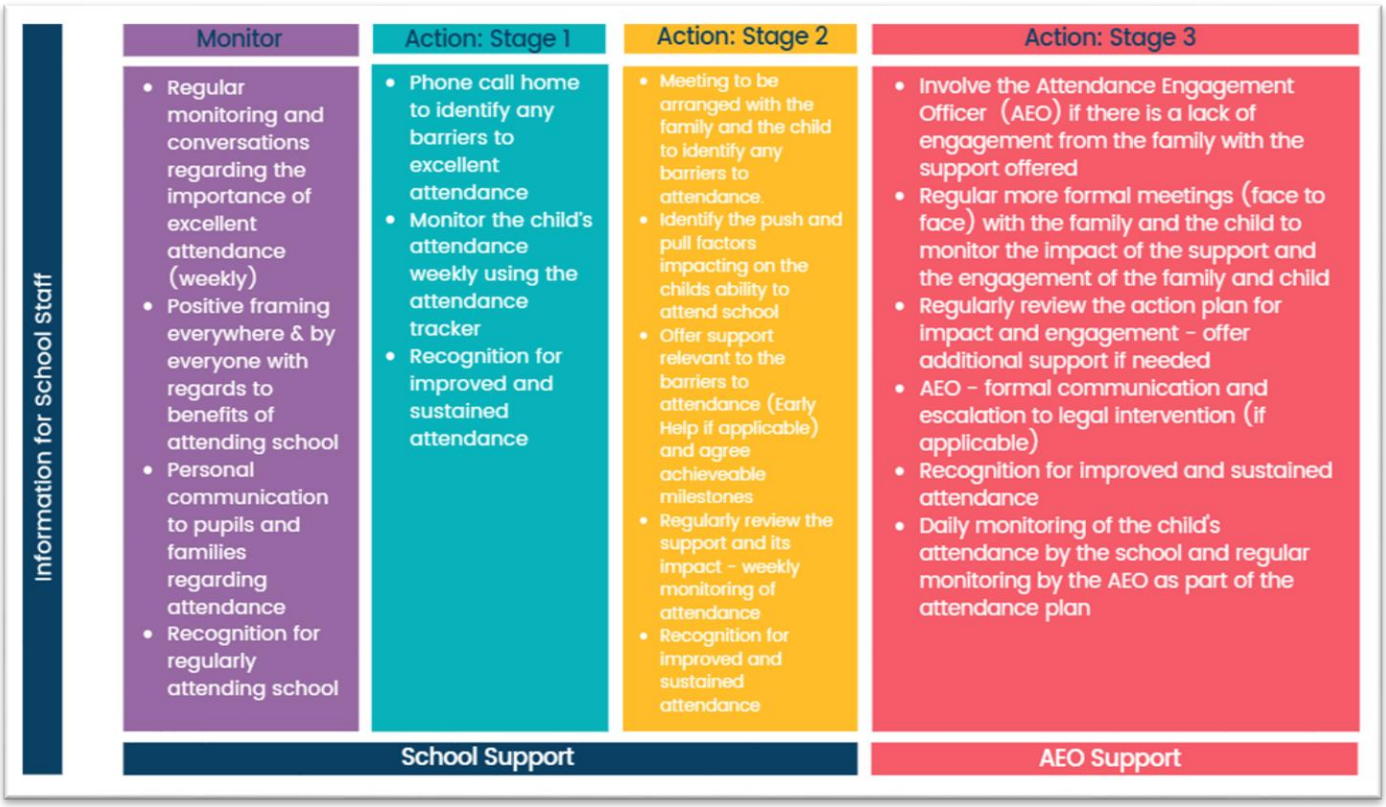
Appendix 5 – Creating a Positive Attendance Culture

- The foundation for good attendance is a strong partnership and good relationships between the school, families and the child, therefore, Exmouth Community College expects everyone to uphold their responsibilities for promoting excellent and sustained attendance at School.
- To do this everyone must understand their role in promoting a positive culture of attendance and be clear about what is required of them individually, as well as how they need to work together in partnership with others.
- Our school aims to meet its obligations with regards to school attendance by:
    a. promoting good attendance and reducing absence, including persistent absence,
    b. ensuring every pupil has access to the full-time education to which they are entitled and
    c. acting early to address patterns of absence.

- For a positive attendance culture to be fully embedded across our school, it needs to be a holistic approach and is not seen in isolation. This will be achieved in our school through applying our principles for an effective attendance culture:

✓ Clarity of expectations through effective timely, and positive communication
✓ Clear and effective systems and processes
✓ Everyone's responsibility approach. Attendance is a team sport with an individual focus
✓ Strong and positive relationships with families and children
✓ Compassionate curiosity and empathy by all staff, enabling us to seek to understand pupils and families
✓ Equity of opportunity and access to education for all children
✓ Whole school culture of belonging and agency for all children

We also operate an attendance support process, enabling us to work alongside families to understand and support when attendance begins to decline. The process is outlined below:



NB. AEO – Attendance Engagement Officer who is part of the Attendance Engagement Service.

Appendix 6 – Removing a child from the school roll

Elective Home Education (EHE):

- All the relevant paperwork, including the safeguarding form will be submitted to the LA on the day of receiving the de-registration letter from the parent with a copy of the letter.
- The school will always offer an opportunity for parents to discuss the decision in a face to face meeting and to offer additional support to prevent the decision to EHE.
- The school will operate a 10-day cooling off period to allow time and space for the decision to be considered, but if parents decide that they want to proceed with the EHE request then this will not affect the date of de-registration.
- The pupil will be taken off roll from the day the school receives the letter, or in cases where the parent is giving advance notice of the date requested, on the date requested.
- We cannot backdate this to an earlier date than receipt of the letter, even if the parent requests this.
- The school will confirm that the pupil has been registered with the LA as EHE to ensure that they have assumed responsibility for the pupil.

Pupil Moves Out of Area / Child Missing Education (CME):

- We will submit the Statutory Notification as soon as we are made aware of the situation. We will then continue to track the pupil's destination and liaise with LA admissions team accordingly.
- The LA will advise the school when the pupil may be removed from roll. This is when it has been established that the pupil/family have left the last known address and their new location is known. The LA may also allow the school to backdate the leaving date if they or the school receives confirmation of the pupil starting at another school or within the care of a different LA.
- The school must receive written confirmation from the LA to backdate the leaving date. If the school does not receive this and the school has no other confirmation of where the pupil is, the school must keep them on roll for 20 days in line with the child missing education guidelines.

Pupil Emigrates:

- We will follow the same procedure as above for moving out of area, but we will also need to ascertain from the parent the forwarding address, details of destination school and moving date.

Pupil Transfers to a New School:

- We will confirm the pupil's start date at the new school and that the pupil has started there and then submit the Statutory Notification.
- We will then take the pupil off roll from the confirmed start date, or the last school day if it precedes it e.g., a Friday and they started on a Monday. If the start date is the first day of a school term we can backdate the leaving date to the last day of the previous term. If there is a gap between the leaving date the school has been given by a parent and the start date for a pupil, the pupil should remain on the school's roll, marked absent, until the transfer school confirms the pupil has started there. If after ten days, the pupil has still not started, the school should submit a CME form. We are not permitted to remove a CME pupil from the school's roll for a further ten days from the initial notification or safeguarding referral (so 20 days in total).