



Archbishop Holgate's School

A Church of England Academy

ATTENDANCE and PUNCTUALITY POLICY

This policy explains that our aim of the policy, the roles and responsibilities within school in the implementation of the policy and our intervention to ensure excellent attendance and punctuality.

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Member of staff responsible: Deputy Head Pastoral Care

Governing sub-committee: Pastoral

Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

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1. Vision and Values of Archbishop Holgate's School

As a Church of England school we strive to ensure that all of our young people are cared for, given every opportunity to develop through academic study, to grow personally and spiritually and to live into being those Values we hold dear in our community and in wider society. Our role as a Church school is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all students have individual gifts and talents and with support every young person can flourish.

Archbishop Holgate's School is distinctive and effective as a Church of England school because our Christian vision and values are very explicit and drive all areas of school life. Our Vision is one which combines Values, Care and Achievement.

“A threefold cord is not easily broken.” Ecclesiastes 4:12

Through this vision we seek to be a Church of England School which is deeply Christian. As such, the three themes of our vision, Values, Care and Achievement are deliberately expressed in that order, our distinct Christian Values help ensure that every child is cared for as an individual and this in turn will help them to succeed academically.

Our school values of **Justice**, **Compassion**, **Forgiveness** and **Trust** have been embedded across our school community and permeate all areas of school life.



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This policy is to complement our vision and values and to enable the school to allow all members of Archbishop Holgate's community to live them into being every day.

2. Aims

Excellent attendance and punctuality are key in helping the school to ensure it achieves its mission statement of “Values – Care - Achievement”. Without good attendance and punctuality students do not achieve their true potential, belief and understanding of our school values are not developed. To challenge and to support students to attend and be on time is to care for their futures and their welfare. It is everyone’s responsibility as a member of our school community to protect all our students and to ensure they have the best life chances, hence it is all our responsibilities to ensure excellent attendance and punctuality.

Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity and ensuring the safety and well-being of all members of the school community. Every member of the community has rights and responsibilities which enable us to work and learn in a school environment in which we feel safe and supported.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of attendance at Archbishop Holgate’s School. It is a working document designed to promote positive attendance and reduce absence from school.

The policy reflects current practice within the school. It’s fair and consistent implementation is the responsibility of all staff.

Our school takes an active approach to promoting good attendance. With the support of parents, the wider community, the Local Authority and the students themselves, we take a positive approach to safeguard the well-being of all students and staff.

In order to improve the overall attendance of students in school we aim:

- To promote good attendance and reduce absence, including persistent absence, making excellent attendance and punctuality a priority for all those associated with the school, including students, parents/carers, teachers and Governors.
- Ensuring every student has access to full-time education to which they are entitled
- Act early to address patterns of absence
- To develop systems and structures that:
 - Provide clear roles and responsibilities and promote consistency in carrying out designated tasks.
 - Ensure effective communication between home and school
 - The effective use of data to allow for support to be targeted at the correct students.
 - Provide incentives to maximise attendance
 - Support and guide parents/carers and students to attend school
 - Promote effective partnerships with supporting services and agencies through the councils Multi Agency Safeguarding Hub (MASH)
 - Recognise and address the needs of the individual student when planning reintegration following significant periods of absence.

3. Legislation and guidance

This policy meets the requirements of the [school attendance guidance](#) from the Department for Education (DfE), and refers to the DfE’s statutory guidance on [school attendance parental responsibility measures](#).

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

- Education Act 1996
- Equality Act 2010
- The Education (Student Registration) (England) Regulations 2006 (as amended)
- DfE (2019) 'School attendance'
- DfE (2016) 'Children missing education'
- DfE (2021) 'Keeping children safe in education'
- DfE (2021) 'Improving school attendance: support for schools and local authorities'

This policy also refers to the DfE's guidance on the [school census](#), which explains the persistent absence threshold.

4. Definitions

It is the Headteachers discretion as to whether a child's absence is recorded as authorised or unauthorised.

The school defines "absence" as either:

- Arrival at school after the register has closed at 10.00am.
- Not attending school for any reason.

The school defines an "authorised absence" as:

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time for which the school has granted leave. We do ask that parents/carers make every attempt to avoid such appointments during the school day.
- Religious or cultural observances for which the school has granted leave.
- An absence due to a family emergency.

The school defines an "unauthorised absence" as:

- Parents keeping children away from school unnecessarily or without reason.
- Truancy before or during the school day.
- Absences which have not been properly explained.
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term time which have not been agreed.
- Leaving school for no reason during the day.

The Department of Education defines "persistent absenteeism (PA)" as:

- Missing 10 percent or more of schooling across the year for any reason. These students are these students are at particular risk of achieving poor outcomes or struggling socially.

5. Roles and responsibilities

All members of the school community have roles and responsibilities in promoting and ensuring good attendance and punctuality.

Role of the students

Students have a responsibility to themselves and others to play a positive role in the life of the school and to make the most of the education opportunities available.

We ask that students will:

- Ensure that they attend school and are on time.
- Be aware of their current attendance record and targets.
- Be aware of the consequences of poor attendance or truancy.
- Arrive to lessons punctually.
- Not leave school without permission.
- Follow correct procedures for known absences.
- Respect themselves and others.
- Encourage friendship and a sense of belonging.
- Maintain a positive outlook and encourage others to do the same
- Inform a trusted adult if they feel that they are being bullied or feel unhappy in school.

Role of parents/carers

Parents and carers have an essential role in ensuring their child's good attendance.

We ask parents to:

- Establish good attendance habits by acting as a role model and showing the children that good attendance and punctuality is important.
- Praise and reward good attendance: even small successes, e.g. getting ready quickly, even if resisting going to school.
- Talk regularly with their child about school and how they feel about it. Children are more likely to want to attend and learn if they feel supported and their anxieties are listened to.
- Contact the school by phone, text, email or letter as soon as possible to say why their child is absent and when they are expected to return.
- Only grant days at home for genuine illness.
- Arrange for a friend to take a child to school if a sibling is sick.
- Avoid taking holidays in school time.
- Ensure that wherever possible, medical appointments are made outside of the school day.
- Know routines of the school day to avoid issues, e.g. ensuring children have their PE kits on the right days.
- Establish a good bedtime routine, so that their child can sleep well, get enough sleep and make mornings less of a struggle.
- Discuss any concerns with school and work with the school to address any issues regarding attendance, including COVID-19.

Role of the School

As a school we:

- Provide clear reporting paths around absences for parents and staff
- Maintain specific roles related to absence monitoring – Attendance Officer
- Create a school ethos and environment that students want to be part of.
- Meet the legal requirements set out by Government.
- Give a high priority to punctuality and attendance.
- Develop procedures that enable the school to identify, follow up and record unauthorised absence, patterns of absence and parent condoned absence with effective monitoring and intervention.
- Consistently record authorised and unauthorised absences within the guidance of the 1995 Education Act.
- Develop a range of effective strategies to follow up intermittent and long-term absenteeism and promote good attendance.

- Encourage open communication channels between home and school.
- Develop procedures for the reintegration of long-term absentees.
- Adequately provide for students with difficulties, within the bounds of the resources available, and ensure that appropriate delivery of the curriculum.

Role of the Form Tutor

We ask form tutors to:

- Set a good example in matters of attendance and punctuality.
- Ensure that registers are correctly and promptly marked.
- Ensure students are aware of procedures for lates and absences.
- Work with the pastoral team to ensure good attendance.
- Encourage good attendance.
- To challenge all absences and establish solutions if possible to avoid absence in the future
- Support any student struggling with attendance to improve it. This might include:
 - Weekly meeting with a student to discuss that week's attendance.
 - Parental communication via either a note in the planner, phone call, email or letter.
 - Use of attendance report to track attendance.
 - Completion of a return to school interview.
- Alert Attendance Officer or Reception immediately if there is a suspicious absence. For example, if the student is present the lesson before but absent from form time.
- Inform the Attendance Officer of any communication (in particular the planner) regarding attendance with parents/carers.
- Provide a safe and secure environment in which to learn.
- Provide engaging and worthwhile learning experiences that encourage students to regularly attend lessons.

Role of the Class Teacher

Class teachers will:

- Ensure that registers are correctly and promptly marked.
- Set a good example in matters of attendance and punctuality.
- Provide a safe and secure environment in which to learn.
- Provide engaging and worthwhile learning experiences that encourage students to regularly attend lessons.
- Alert Attendance Officer or Reception immediately if there is a suspicious absence (for example: present in the previous lesson and now absent).
- Alert Form Tutors and Head of Year of any problems with attendance.

Reception

Reception staff will:

- Keep a record of students who arrive late or leave early.
- Enter a 'L' code in the planner, giving a Detention if appropriate.

Role of the Head of Year (including Assistant Heads of Year)

The Head of Year will:

- Monitor attendance of year group (especially subgroups who previously had poor attendance). This includes using the attendance data to identify trends, students who need support and develop attendance plans for the year group.

- Consult and inform the Designated Safeguarding Lead about students whose attendance is cause for concern.
- Support a caseload of students.
- Assign, support and monitor impact of caseload of students with PSW (Pastoral Support Worker) and Assistant Head of Years.
- Assign, support and monitor impact of caseload of students with Form Tutors.
- Support any student struggling with attendance to improve it. This might include:
 - Weekly meeting with a student to discuss that week's attendance.
 - Parental communication via either a note in the planner, phone call, email or letter.
 - Use of attendance report to track attendance.
 - Completion of a return to school interview.
 - Completion of Attendance Support Plan
- To promote good attendance within the year group. This might include:
 - Promotion in assemblies (e.g. attendance cup)
 - Regular items in the school newsletter to keep parents/carers informed
 - Use of rewards
 - High profile at parents evening
 - Ensuring high profile with Form Tutors

Role of Pastoral Support Workers

Pastoral Support Workers will:

- Monitor, support and intervene to maximise their year groups attendance
- Support Form Tutors and Head of Year
- Meet with students to complete 'Back to School' interviews
- Where possible and appropriate pick up vulnerable students from their own year groups.
- Liaise with the Attendance Officer and DSL
- Completion of Attendance Support Plan

Role of the Attendance Officer

The Attendance Officer will:

- First day contact: On the first day of absence, if the school has not received a reason for a child being away from school, the Attendance Officer will make contact with the parents/carers. This is done either by phone call or text messaging service. Where there is no response, we will explore every possible method for the most vulnerable to ensure their safety. This might include home visits, referral to police welfare check or social services referral. We will also use the Local Area Team and the Local Authority School Advisor for Attendance (01904 551900) for advice and support.
- To find a student if missing from lessons. If they cannot be found to inform parents.
- Monitor attendance across year groups, identifying trends and students at risk of becoming persistent absentees, set appropriate targets and implement intervention strategies to meet targets. This includes the completion of attendance data and its effective communication to the relevant member of staff.
- To improve student's attendance by:
 - Effective communication across the school, external agencies and parents in order to support students to improve their attendance.
 - Completion of 'return to school' interviews.
 - Ensure that information is regularly communicated and that all staff are aware of persistent absentees.

- Working with DSL (Designated Safeguarding Lead), EWO (Education Welfare Officer), HOY (Head of Year), PSW (Pastoral Support Officer) to ensure each student who requires support is receiving it.
- Ensure that parents are aware of their legal responsibility and ensure that information is communicated through a variety of means.
- Working and communicate effectively with external agencies.
- Ensure that parents are aware of their legal responsibility and ensure that information is communicated through a variety of means.
- Regular items in the school newsletter to keep parents/carers informed
- Complete all tasks to successfully ensure the 'fast track' can happen, including letters, attendance panels, completion of Attendance Support Plans and working with DSL, HOY and PSW to ensure suitable support is in place.

Sixth Form Supervisor

The Sixth Form supervisor will:

- Analyse attendance in school.
- Regular and frequent monitoring of all students whose attendance is less than 95%.
- Inform Designated Safeguarding Lead and Heads of Year of patterns of attendance, and possible influences.
- First stage liaison with parents over attendance and punctuality by phone or text.
- Follow up incidents of truancy. Inform the DSL, Attendance Officer, Head of Year and Form Tutor.
- Address poor school attendance by using Attendance Panels
- Monitor implementation of attendance procedures within each year group.
- Produce data to be displayed in school, e.g. Parents' Evenings, form rooms, student social areas, etc.
- Produce a brief termly report on patterns of attendance for each Head of Year.

Role of Designed Safeguarding Lead.

The DSL will:

- Monitor school attendance.
- Work closely with and support Form Tutors, Head of Year, PSW's, attendance officer and EWO.
- Identify student who need extra support. This might be through the role as DSL or via data analysis or from referrals by other MOS.
- Support students and families to improve attendance. This might include:
 - Identification of need
 - Referrals to external agencies and partnership work
 - Student meetings
 - Parental meetings
 - Work with families and agencies as required
 - One-to-one and group work with students who are starting to disengage.
 - Running attendance panels
 - Home visits
- Implement procedures and strategies around improving attendance.
- Provide staff training as required, including induction training for all new staff.
- Develop, follow and implement the school attendance policy in order that it reflects working practice.

Role of SLT

The Senior Leadership team will

- Welcome all students at the start of the day and challenge poor timekeeping

- Set new attendance target, this year of 96%.
- Review the attendance policy to ensure fitness for purpose and reflects current practice.
- Provide challenge to ensure no child that requires support is missed and that the right intervention is provided.
- Support all staff in their roles.
- Promote good attendance across the school, via:
 - Weekly attendance emails that are specific to the students who need support.
 - Identify trends and sub-groups and implement a support plan.
 - Ensure high profile promoting good attendance across the school.
- Develop and implement attendance plans, including attendance week(s) to improve attendance.
- Train staff to be able to fill their roles within the school.
- Report attendance to Governors, being clear about areas for development and actions required to be taken to improve attendance.
- Follow and implement the school attendance policy.
- Provide strategic direction and clarity in removing all barriers to excellent attendance and punctuality

Role of Governing Body

The governing body will:

- Monitor the implementation of the attendance policy and procedures of the school.
- Ensure that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handle complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Have regard to 'Keeping children safe in education' (2021) when making arrangements to safeguard and promote the welfare of children.
- Ensure there is a Children Missing Education Policy in place and that this is regularly reviewed and updated.

Role of the Local Authority

The school will liaise with the Local Authorities Schools Advisor for advice and support when pursuing chronic non-school attendance.

6. Training

We recognise that early intervention can prevent bad behaviour. As such, members of staff will receive training in identifying potentially at-risk students as part of their inductions and annual refresher training.

Teachers and support staff will receive regular and ongoing training as part of their development.

7. Absence procedures

On the first day of an unplanned absence:

- Parents are required to contact the school as soon as possible on the first day of any absence. This can be done ideally by phone.
- Alternatively, parents may call into school and report to the school office where arrangements will be made to speak to a member of staff.
- A telephone call will be made to the parent of any child who has not reported their absence on the first day that they do not attend school.
- The school will always follow up any absences in order to:
 - Ascertain the reason for the absence.

- Ensure that proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

Planned absences – For example: medical/dentist appointments

Parents/Carers must inform the school of any planned absences as soon as possible and minimize the number and length of any planned absences.

We ask for a copy of the medical/dentist appointment to be provided to reception.

We recognize that on occasions it is not always possible to take medical/dental appointments outside of the school day, but do ask that this is always the first option.

Requests for leave of absence – holidays, special occasions, exceptional circumstances

We believe that all children need to be in school for all sessions, so that they can make the most progress possible. For this reason, as a general rule, we do not authorise leave of absence (including holidays) in term time.

The Headteacher has the discretion to make exceptions to this rule and authorise leave of absence for special circumstance (Using Code 'H': Family Holiday Agreed). Special circumstances may include:

- Service personnel and other employees who are prevented from taking holidays outside term time if the holiday will have minimal disruption to the student's education.
- When a family needs to spend time together to support each other during or after a crisis.

The national guidance suggests that requests for the following reasons should not be authorised:

- Availability of cheap holidays.
- Availability of desired accommodation.
- Poor weather experienced in school holiday periods.
- Overlap with beginning or end of term.

If the school knows that the student has siblings in other schools, it is advisable to make contact with the other school to come to an agreement when coding the leave of absence (i.e. whether the leave of absence is authorised or unauthorised).

If a parent/carer wishes to apply for a leave of absence under exceptional circumstances, they must write to the Headteachers explaining the reasons and giving the Headteacher time to carefully consider the application. It is important to note, that if the Headteacher rejects the application or no application is made, the school is very likely to refer to start Legal proceeding (see Appendix 2 for further details).

Requests for leave of absence – religious observances

The DfE recommends the use of Code 'R' when children are absent from school to take part in any day set aside exclusively for religious observance by the religious body to which the parents belong, including religious festivals. Parents are encouraged to give advance notice.

This is interpreted to mean that if the parent's religious organisation sets the day as a religious festival then the school must authorise the absence. Where necessary, schools should seek advice from the parent's religious body about whether it has set the day apart for religious observance.

If the religious body has not set the day apart there is no requirement for the school to approve the absence or grant a leave absence. Additional holidays and days off linked to the religious festival but not “exclusively set aside for religious observance” by the religious body are not marked using Code ‘R’.

What the school will do if it has received no reason for a student’s absence

Day 1 (by 10.00am)

- Ring every number on the student information forms.
- Ring every number on the student information forms using a school mobile phone.
- Send a text and an email asking the parent/carer to contact school regarding their child’s absence as soon as possible.
- Inquire of siblings/friends if they know any reason why the child might be off.

Day 1 (if child considered at risk)

- Contact the school of any siblings.
- If considered safe, and if possible, two members of staff to call at the house.
- If already involved with the family - contact social services or lead practitioner of FEHA.
- If still no contact – call MASH to raise concerns about no-contact.
- Contact Mark Smith, School Attendance Advisor (01994 555187), for further advice and actions.

Day 2

- Repeat 1-4 from above.
- Contact the school of any siblings.
- If considered safe, and if possible, two members of staff to call at the house.
- If still no contact – call MASH or PCSO to raise concerns about no-contact.

What the school will do in the case of truancy

Truancy means any absence of part, or of all, of one or more days from school, during which the school has not been notified of the cause behind such absence.

Any student with permission to leave the school during the day must sign out at reception and sign back in again on their return.

All staff will be concerned about the regular attendance of students, and the importance of continuity in each child’s learning.

All students are expected to be on time to each lesson and Form Time. The teacher will complete the register and inform the attendance officer of any irregular or suspicious attendance.

Immediate action will be taken when there are any concerns that a student might be truanting.

If truancy is suspected, the Attendance Officer will be notified. They will initially attempt to locate the student (if they were in school) however if they cannot they will contact the child’s parents, in order to inform them that the child is missing. The school will continue to attempt to locate the child and to work with parents to ensure that the child is safe.

The following procedures will be taken in the event of a truancy:

- The priority is the safety of the child.
- The school will work with parents (and if necessary the police and social services) to identify the reason for the truancy and issue support or sanctions as appropriate.
- If any further truancy occurs, then the school is very likely to refer to start legal proceeding (see Appendix 2 for further details).
- Legal proceedings will be started where there is overt truancy, inappropriate parentally-condoned absence, excessive holidays in term time and/or persistent late arrival at school.
- Appropriate sanction will be issued to the student and followed through with parent or carer

Monitoring attendance

The school will monitor all students' attendance and analyse all attendance in order to:

- Identify students and families who need support.
- Identify vulnerable students. E.g. Safeguarding, bullying, Young Carers.
- Identify sub-groups or patterns of behaviour where the school can develop an intervention plan to improve attendance.
- Ensure attendance is high profile and everyone in the school is fulfilling their roles regarding attendance.
- Work with the Local Authority in monitoring and improving attendance.
- Report to the Governing body accurate data regarding attendance.

Rewarding attendance

The school will:

- Implement and monitor a system of rewards and sanctions in order to promote good attendance.
- Provide resources to finance a system of rewards for good attendance and improvements made by students where appropriate.
- All staff will make use of immediate rewards and sanctions through SIMS behaviour software system.
- Involve all students in evaluation and review of their attendance.

Interventions

Where we have concerns around a student's attendance we may intervene in one or more of the following ways:

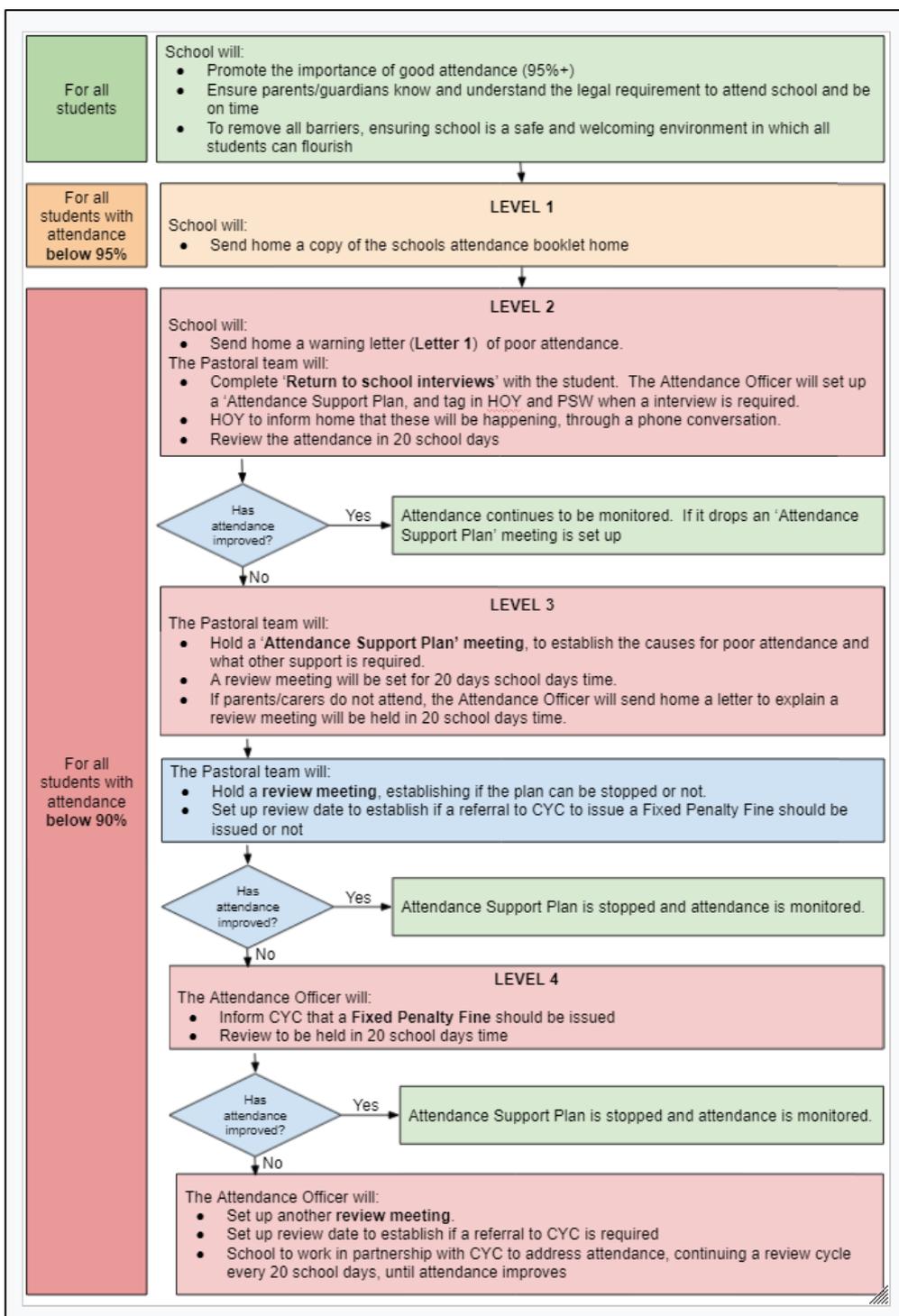
- Form tutor/student meetings
- Communication with home
- 'Return to School' meetings: This is a formal meeting with the student, where the reason and strategies to avoid the absence for absence is discussed. This is recorded on the 'Back to school' form.
- Attendance Support Plans. These provide a framework to identify need and who needs additional support. It brings together the different support and evidences the impact of the support
- Attendance Panels: This is a meeting with parents and school to discuss the reasons for a student's poor attendance and make a plan to support the student in improving their attendance. A letter is sent out to parent by the school inviting them and the young person into school. The panel is a relatively formal meeting at which concerns about the young person's attendance are put to parents. The aim of the meeting is always to secure an improvement in the young person's attendance, however, parents should be reminded that the Local Authority may decide to prosecute or issue a Fixed Penalty Notice. The panel meetings may be referred to in any evidence presented to the court. Parents are not obliged to attend panel meetings or sign parenting contracts, however, any failure to do so may be mentioned in evidence. The meeting is seen as a supportive meeting in which a parenting contract may be agreed upon. Also a referral can be made for the parent on a

parenting course. Both the parent and the young person are told about the consequence to their non-attendance such court/fixed penalty notices. A target for the young person's attendance may be agreed, with a review date.

- Legal proceeding: Please see Appendix 2 for full details.

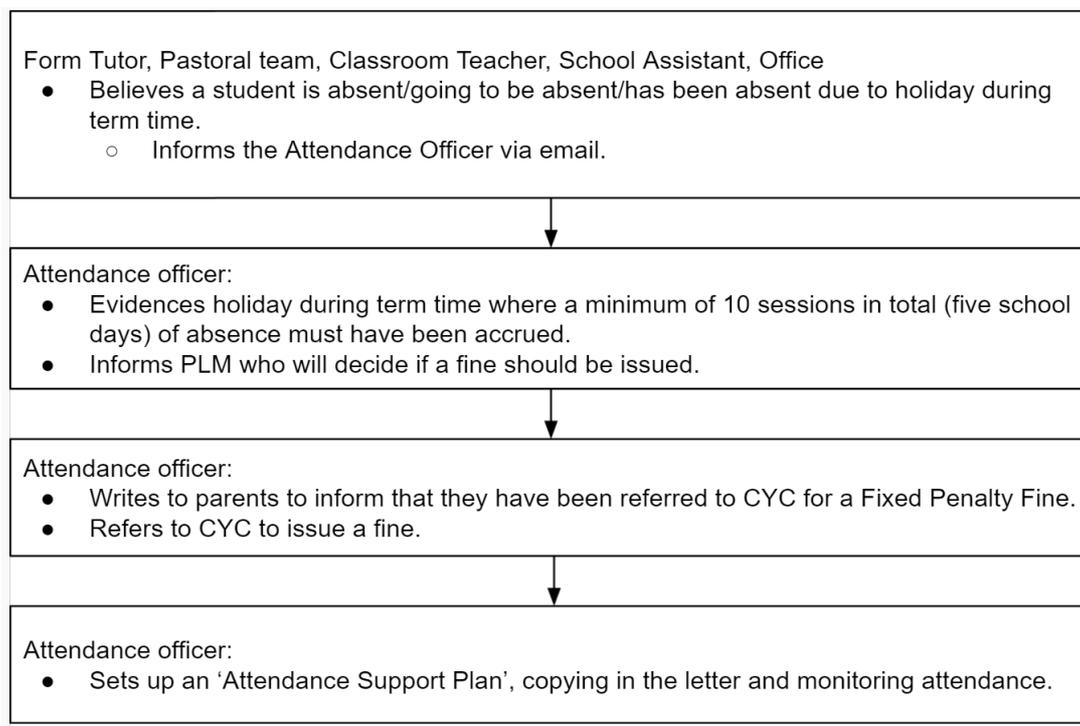
8. What the school will do in the case of Persistent Absence

Below is a summary of the actions that should be taken in the case of a student who is classed as 'Persistently Absent', below 90%. It is important to note that every case is different and these are guidelines only. The school will concentrate its support for those students with irregular attendance or/and those who have poor reasons for their absence. The school will complete some/all of the steps below, this is not designed to be a 'tick list' but as a list of possible actions to support the improvement of a student's attendance.



9. What the school will do in the case of students who go on holiday during term time

We believe that all children need to be in school for all sessions, so that they can make the most progress possible. For this reason, as a general rule, we do not authorise leave of absence (including holidays) in term time. For those parents who decide to take their child out of school during term time the following will happen:



10. Lateness

Punctuality is of the utmost importance, and lateness will not be tolerated. It is parents and students responsibility to ensure they are on time.

- The school day starts at 8:45am; students should be in their form rooms at this time.
- Registers are marked by 8:45am; students will receive a late mark if they are not in their classroom by this time.
- The register closes at 10.00am; students will receive a mark of absence if they do not attend school before this time.
- Attendance after the register closes will receive a mark to show that they are on site, but will count as an absent mark.
- Any student who is late for form time, must sign in at reception.
- Any student who is late (without a good reason), will receive a lunchtime detention.

Roles regarding lateness

Below is a summary of roles in regards to lateness:

Role of the students

- To arrive at school for 8.40 and be waiting in single line outside form rooms in preparation for Form Time at 8.45am.
- If the student is late they must sign in at reception.
- If a student needs to leave the school site, they must sign out at reception.

Role of parents/carers

- To ensure their child is at school by 8.40am.
- To inform the school if their child will be late to school with the reason.

Role of Form Tutors

- Complete registers. Record all students who are late with an 'L' code.
- Spot trends and identify students who need support.
- Ensure all students who are late have signed in at reception.
- Develop in partnership with HOY, plans to improve punctuality. This includes:
 - Phoning home when a student is late 3 times.
 - Break detentions.

Role of classroom teachers

- Complete registers. Record all students who are late with an 'L' code.
- Record a behaviour in SIMs of 'L – late to lesson'
- Issue personal detention
- Spot trends and identify students who need support.

Role of Head of Year

- Promote the importance of good punctuality.
- Spot trends and identify students who need support.
- Develop in partnership with their pastoral year team and the leadership team plans to improve punctuality. This includes:
 - Ensuring FT's have made initial contact by phoning home when a student is late 3 times.
 - Inviting parents in if the problem continues.
- Other strategies including:
 - Automatic lunchtime detentions if no good reason has been provided
 - Referring a student to Designated Safeguarding Lead for attendance panel.

Role of attendance Officer

- Recording Late's every morning at the top of the drive.
- Spotting trends and patterns and identifying student who need to go on the persistent late list.
- Working in partnership with FT's, HOY, Leadership team to develop plans to improve punctuality.
- Sends a text message to parents each day that student is late.
- Referral to Designated Safeguarding Lead of students who are not improving.

Role of Designated Safeguarding Lead

- Oversight of punctuality.
- Working in partnership with FT's, HOY, PLM to ensure robust and challenging plans are in place for all students to promote good punctuality.
- Meeting with parents to discuss punctuality, if FT, HOY intervention has failed to improve it.
- Taking parents to attendance panels if punctuality has not improved.

Role of SLT

- To monitor punctuality
- To greet and monitor students at the start of the day
- To support and challenge Heads of Year in improving punctuality

11. Links with other policies

This policy is linked to our Child Protection and Safeguarding Policy

Appendix 1: Registers and attendance codes

Form tutors will take the attendance register at the start of each school day and at the start of the afternoon session. This register will record whether students are:

- Present
- Absent
- Late

Children arriving after the first 20 minutes but before the end of the first lesson (10.00am) should be recorded as Late (using the code 'L'), this will be an attendance. Children arriving after 10.00am should be recorded as Late after registers close (using the code 'U'), this will be an unauthorised absence.

Form Tutors will inform the attendance officer of any suspicious attendance or if they know the reason for an absence.

The attendance officer will then ensure that registers are accurately completed using the codes below.

If a school trip or public exam is taking place the leader will inform the attendance officer in order that registers can be accurately completed using the codes below

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

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
B	Off-site educational activity	Student is at a supervised off-site educational activity approved by the school
D	Dual registered	Student is attending a session at another setting where they are also registered
J	Interview	Student has an interview with a prospective employer/educational establishment
P	Sporting activity	Student is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Student is on an educational visit/trip organised, or approved, by the school
W	Work experience	Student is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Student has been granted a leave of absence due to exceptional circumstances
E	Excluded	Student has been excluded but no alternative provision has been made
H	Authorised holiday	Student has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a student will be absent due to illness
M	Medical/dental appointment	Student is at a medical or dental appointment

R	Religious observance	Student is taking part in a day of religious observance
S	Study leave	Year 11 student is on study leave during their public examinations
T	Gypsy, Roma and Traveller absence	Student from a Traveller community is travelling, as agreed with the school
Unauthorised absence		
G	Unauthorised holiday	Student is on a holiday that was not approved by the school
N	Reason not provided	Student is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for student's absence
U	Arrival after registration	Student arrived at school after the register closed

Code	Definition	Scenario
X	Not required to be in school	Student of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or student is in custody
Z	Student not on admission register	Register set up but student has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

Appendix 2: Legal proceedings

Schools can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a penalty notice, parents must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

The decision on whether or not to issue a penalty notice ultimately rests with the headteacher, following the local authority's code of conduct for issuing penalty notices. This may take into account:

1. A number of unauthorised absences occurring within a rolling academic year
2. One-off instances of irregular attendance, such as holidays taken in term time without permission
3. Where an excluded student is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute the parent or withdraw the notices.