Attendance Policy

Policy Information	
Policy Owner	Stacy Fagg
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Approving Committee	Safeguarding & Wellbeing
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Last Review Date	September 2023
Next Review Date	September 2024

Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

Signed   **(Chair of Trust)**

Date

Contents

Principles of Great Attendance

EXPECT

Aspire to high standards of attendance from all Students and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

MONITOR

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

LISTEN AND UNDERSTAND

When a pattern is spotted, discuss with Students and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.

FACILITATE SUPPORT

Remove barriers in school and help Students and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

FORMALISE SUPPORT

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.

ENFORCE

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

1. Aims

We are committed to meeting our obligations with regards to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence
- Ensuring every student has access to full-time education to which they are entitled
- Acting early to address patterns of absence

We will also support parents to perform their legal duty to ensure their children of compulsory school age attend regularly and will promote and support punctuality in attending lessons.

2. 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:

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

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

- Part 7 of [The Education and Inspections Act 2006](#)

- [The Education (Student Registration) (England) Regulations 2006](#)(and [2010](#), [2011](#), [2013](#), [2016](#) amendments)

- [The Education (Penalty Notices) (England) (Amendment) Regulations 2013](#)

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

3. Roles and responsibilities

3.1 The Trustee Board

- The Trustee Board, through the scheme of delegation to the Community Participate Group, is responsible for monitoring attendance figures for the whole school on at least a termly basis. It also holds the headteacher to account for the implementation of this policy.

3.2 The Headteacher

- Implementation of this policy at the school including monitoring school-level absence data and reporting it to Chief Executive Officer, Community Participation Group members and Link Trustee
- Supporting staff with monitoring the attendance of individual students and working alongside the Educational Welfare Service for Devon to issue fixed-penalty notices, where necessary

3.3 The Senior Leader responsible for Student Support, with the attendance administrator

- Monitors attendance data across the school and at an individual student level and reports concerns about attendance to the headteacher or relevant senior leader. They also work with education welfare officers to tackle persistent absence.
- With the relevant student support team member or administration team member, they arrange calls and meetings with parents to discuss attendance issues. They advise the headteacher when to issue fixed-penalty notices

3.4 Learning Family Leaders and Class Teachers

Learning Family Leaders and Class Teachers are responsible for recording attendance daily, using the correct codes, and submitting this information to the school office.

3.5 School Administration staff

School administration staff are expected to take and make calls from families about absence and record it on the school system.

4. Recording attendance

4.1 Attendance register

We will keep an attendance register and place all students onto this register. Attendance registers are legal documents which may be required as evidence in court under the regulations governing Student's registration. Teachers are required to take an attendance register prior to morning and afternoon sessions, using the appropriate attendance codes.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every student is:

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

Any amendment to the attendance register will include:

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

See appendix 1 for the DfE attendance codes.

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

4.1.i Punctuality

- Students must arrive in school by 8am on each school day. The register for the first session will be taken at 8.05am and will be kept open until [8.15am]. The register for the second session will be taken at [12noon] and will be kept open until [12.15pm].

4.2 Unplanned absence

- The student's family must notify us on the first day of an unplanned absence by 7.45am or as soon as practically possible. We will mark absence due to illness as authorised unless we have a genuine concern about the authenticity of the illness.

- If the authenticity of the illness is in doubt, we may ask the student's family to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not

ask for medical evidence unnecessarily. If we are not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and families will be notified of this in advance.

- Unauthorised absence is any absence that has not been agreed by the school or has not had a satisfactory explanation from parents or carers (the code O should be used in these cases). Any unauthorised absence will result in contact with home and the student's attendance will be monitored.
- If a student is absent for one day, without explanation from a parent or carer, a member of the administration team will contact the family. If a member of staff is concerned about a student's absence, the teacher and headteacher should be informed. Appropriate action should be taken by the teacher and/or headteacher.

4.3 Planned absence

- Attending a medical or dental appointment will be counted as authorised if the student's family notifies the school in advance of the appointment.
- However, we encourage families to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary.
- The student's family must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences we can authorise.

4.4 Lateness and punctuality

A student who arrives late:

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

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

Lateness: Lateness to school and to lessons is recorded by teaching staff and is monitored as part of our student support system. Any Student's arriving late must report to reception to sign in. A late mark (L) will be recorded for any student who arrives 10 minutes after the register has closed. Any Student's that arrives after this time will be coded as 'Late after the registers have closed' (U); this impacts on a student's attendance and, repeated U coded lateness will be followed up in the same manner as unauthorised absences.

4.5 Following up absence

Where any student we expect to attend school does not attend, or stops attending, the school will:

- Follow up on their absence with their family to ascertain the reason, by telephone or doorstep visit.
- Ensure proper safeguarding action is taken where necessary
- Identify whether the absence is approved or not
- Identify the correct attendance code to use

Children Missing from Education (CME)

A child is defined as being missing from education if they are of compulsory school age and who are neither on a school roll, or being educated otherwise (e.g. elective home education, or in alternative educational provision). This will include children who have moved into the area and are not on a school roll (including refugees, asylum seekers, and migrant workers). A child is also missing from education if they are on the roll of a school (or other education provision) but have been absent for ten school days without any contact received from the parent/carer to explain the absence.

In accordance with the Local Authority's CME Policy, prior to submitting a CME referral, the Local Authority would expect a school to make preliminary investigations into the child's absence, which would include

- first day calling of all known contact numbers, including emergency contacts

- speaking to other family members within the school

- speaking to school staff at sibling's schools

- carrying out home visits, if necessary at different times of the day, to ascertain whether the family are still living in the home address

If, following these checks, it is felt that the child is not residing within the home or area and following discussions with the relevant Devon Support Service, a CME referral may be required.   Moring formation about ourways of working in partnership with work with Devon and the CME Team can be found here: Babcock LDP - Children Missing Education

There is a requirement for these checks to be completed swiftly and the Local Authority does not expect a school to wait for 10 continuous school days of absence before starting to make enquiries. If all checks have been completed, the Local Authority may accept the CME referral prior to 10 days of continuous unexplained absence.

Further information regarding Children Missing Education can be found here:

4.6 Reporting to Families

All written reports (three times yearly) include attendance certificates. Each half term, families receive an attendance update via our school communication system, Arbor.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will only grant a leave of absence to students during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion.

The school considers each application for term-time absence individually, considering the specific facts, circumstances, and relevant context behind the request. A leave of absence is granted entirely at the Head teacher's discretion. The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

Valid reasons for **authorised absence** include:

> Illness and medical/dental appointments (see sections 4.2 and 4.3 for more detail)

> Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart

> Traveller students travelling for occupational purposes – this covers Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers. Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the student is attending educational provision.

5.2 Reducing persistent absence

5.3 Legal sanctions

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age. If issued with a fine, or penalty notice, each parent must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority. Penalty notices can be issued by a headteacher, local authority officer or the police. The decision on whether or not to issue a penalty notice may take into account:

* The number of unauthorised absences occurring within a rolling academic year
* One-off instances of irregular attendance, such as holidays taken in term time without permission
* 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 or withdraw the notice.

6. Strategies for Improving and Maintaining Good Attendance

Students at ACE Tiverton are made aware of attendance statistics through a variety of channels. These include through assemblies, newsletters, school display boards and electronic media. Individual Students are rewarded on a termly basis for great and crucially, improving attendance with recognition being given to 97%+ at the end of the academic year. Students who have significantly improved attendance are also rewarded at the end of the academic year. Each student is congratulated and will be recognised through the school's rewards systems. Attendance is closely monitored by the Senior Leadership Team and Student & Family Support Team, alongside the attendance administrator on a regular basis. This data is reviewed regularly at year group, staff and pastoral meetings and with the Devon County Council Attendance Officer, as appropriate.

6.1 Monitoring and Evaluation

Attendance is monitored weekly and patterns / trends in absence are identified. In many contexts, a percentage of 90% or above is considered to be good but when it comes to school attendance, research suggests that students' progress can be affected *at all key stages of learning* when attendance falls below 96%. In addition to the risk of underachievement, the social development of children with prolonged periods, or erratic patterns, of absence can be affected. We will make every effort to support any child who is experiencing difficulties to overcome these and increase their attendance, working in partnership with parents / carers and other agencies, as appropriate.

Attendance	Level	Days missed in a year	Lessons missed in a year	Intervention
97 – 100%	Excellent attendance – all Students should aim to be in this group	Up to 5 days	Up to 25	Termly, annual recognition through school rewards system.
96 – 96.9%	Expected attendance	Up to 7 days	Up to 35	Improved attendance also recognised.
94 - 95.9%	Falling below expected attendance	Up to 11.5 days	Up to 57	School will work with parents to support improved attendance, through the Attendance Concerns Pathway.

90.1 – 93.9%	Below expected attendance – risk of underachievement increases as attendance falls	Up to 18 days	Up to 90	School will work with parents to support improved attendance, through the WSEP Attendance Concerns Pathway and may seek to involve external agencies.
90% or below	Attendance below this level is classed as Persistent Absence and will seriously increase the risk of underachievement	19 days or more	95 or more	School will seek to involve external agencies including the Education Welfare Service.

Attendance figures are monitored by the Government on a termly basis and are published at three points throughout the academic year.

6.3 Record Keeping

Registers and all related correspondence will be kept for a period of six years. Any correspondence regarding concerns about a child's attendance will be kept in the school attendance file. Information related to attendance concerns will be shared with the next school at the point of transfer.

6.4 Training

Staff training takes place annually in line with each school's CPD programme. Families are informed of the Attendance Policy, expectations and school procedures through the school websites and regular contact with home. Changes to procedures and the law regarding attendance are outlined in letters sent home to families.

Students are regularly reminded of the importance of regular attendance by teachers and subject staff. In addition, attendance-related issues are presented during assemblies, as and when appropriate. Coping and time-management strategies are delivered through Citizenship and PSHE activities and with targeted Students via attendance surgeries and intervention techniques.

7. Attendance monitoring

The attendance officer at our school monitors student absence on a daily basis. A student's family is expected to call the school in the morning if their child is going to be absent due to ill health. If the student's family is expected to call the school each day their child is ill, state it here. If a student's absence goes above [number] days, the school will contact the family of the student to discuss the reasons for this. If a student's absence continue to rise after contacting their family, we will consider involving an education welfare officer. The persistent absence threshold is 10%. If a student's individual overall absence rate is greater than or equal to 10%, the student will be classified as a persistent absentee.

7.1 Collection and Storage of Data:

Student-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the governing board.

All student data is collected and stored on our Management of Information System, Arbor.

8. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum on an annual basis, by the relevant senior leader responsible for attendance. At every review, the policy will be approved by the full governing board.

9. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Relational Policy

Attendance Actions	
Categories:	Purple = Students at 100% Green = 95% attendance or higher Amber = 90-94% Red = 89% or less
Universal Actions	• Purple and green students receive certificates, opportunities to celebrate their attendance and participation in positive activities. • Every week, students' cumulative attendance (their attendance over time) is reviewed and students who are increasing receive a positive contact with a member of the pastoral team. • Students whose attendance is declining are identified as requiring one of three levels of action, as detailed below. • Every half term, students receive a letter updating families on the level of attendance and the next steps.
Attendance Concern: Level 1	Level 1 concern is defined as a student whose attendance is patchy and when absent there is no clear reason for it raised e.g. less than 95% attendance or more than five days absence in any half term. If the attendance is linked to one absence event (e.g COVID 19 absence) the student will be placed in the monitoring category which is reviewed weekly. If the attendance is without clear pattern or reason, then the following will be done: **Actions**: Level 1 letter is sent, a meeting with the student, family leader and pastoral team link is held, an attendance target set and monitored for a minimum of six weeks. The family of the student is informed of the meeting, target and monitoring period. If attendance improves, the student is placed on monitoring for the next half term. If it continue to decline, within two weeks, the student is escalated to level 2.
Attendance Concern: Level 2	Level 2 concern is defined as no improvement from level 1 actions over a minimum of a fortnight or a sudden drop in attendance that is not linked to a single, evidencable event (illness, injury, family bereavement, holiday etc) **Actions:** Level 2 letter is sent, a meeting is held with the student, their family, the learning family leader and the SLT link to the year group. A Positive Support Plan is written together with a clear attendance target and agreed steps to achieve (e.g. increasing attendance over time for using a RAG approach to the timetable) these will be dependent upon the reasons for the non-attendance and personalised to the individual student and their circumstances. This may include short term use of alternative learning spaces, a significant focus on preferred activities, learning and chosen adults or specific rewards linked to attendance as well as additional pastoral interventions to support the student in learning in their class/room environment. If attendance improves, the student is placed on level 1 for the next half term, then monitoring. If it continue to decline, within two weeks, the student is escalated to level 3.
Attendance Concern: Level 3	Level 3 concern is defined as no or very limited improvement form level 2 and/or limited engagement from the student and/or family in seeking to support absence with evidence. **Actions:** Level 3 letter sent, a meeting is held with the family, Family & Student Support Co-ordinator and SLT link for the year group. A clear plan is agreed with the adults present, including consents as needed for further professional involvement. Targets are set and support is

	agreed to achieve them, the student is engaged in the meeting once the adults have planned the next steps, they are given opportunity to understand, ask questions and have their views heard to understand the further barriers that have prevented improved attendance since the L2 meeting. The EWO is automatically informed of the Level 3 concerns and will be asked/invited to attend if required; otherwise, an EWO letter will be provide to the family, so they are aware of the next steps. Weekly meetings with the student, their family and the Pastoral Manager take place. If attendance improves, the student is placed on level 2 for the next half term, then level 1 before stepping down to monitoring. If it continue to decline, within two weeks, the student is escalated to level 4.
Attendance Concerns: Level 4	At this stage, the EWO becomes the lead caseworker for the student. The process of issuing formal warning of penalty notices is begun and session by session monitoring is undertaken with updates to the EWO. A further series of interventions, such as early morning house calls will be developed depending on the response of families to the monitoring process so far.
External Referral Threshold	If attendance drops below 80% and the family is unable or unwilling to evidence reasons for the absence that are external and objective, an EWO referral is made. Alongside this a TAF meeting is formed with a request to Early Help for Family Intervention support as the TAF will be dual agency, involving the EWO and school.
Acceptable Evidence	- Doctors' letters including consultants and other NHS practitioners. - Holiday forms authorised by the Headteacher. - Letters confirmed appropriate experiences e.g representing a sport at County level or participating in a performance role as covered with the School Attendance Guidance published by the DfE.

Attendance Script

Our expectation is that all students will attend school every day. In the current context we want to keep our school family safe and well. Where a student is absent, we will do the following:

Day	Who	What	How
Day One of Student Absence	Administration Team member does first day call and speaks to parent or carer.	Absence reason is discussed, and a plan made for the following day: • If student is unwell but no C19 symptoms, 24 hours rest and telephone call on day 2 of absence to review. • If any of the three key symptoms are present (continuous high temperature, new cough and loss of small/taste) access a C19 test.	Recorded on Arbor using the correct attendance code with comments summarising the reasons for absence/conversation: N: No reply/reason L: Late M: Appointment I: Unwell C: Other Authorised Circumstances (use very rarely and comments must give factual information)
Day Two of Absence	Administration team member does second day call and then request contact to be made by Student Support Team Link	Absence reason is discussed, and a plan made for the following day: • If student is better or there are clear indicators of another bug e.g cold symptoms then return to school. • If any of the three key symptoms are present (continuous high temperature, new cough and loss of small/taste) access a C19 test. • If a C19 test cannot be accessed, alert SLT for review and next step planning.	**Admin Team:** Recorded on Arbor using the correct attendance code with comments summarising the reasons for absence/conversation: N: No reply/reason L: Late M: Appointment C: Other Authorised Circumstances (use very rarely and comments must give factual information) I: Unwell **Student Support Team**: Updates on the communication section of Arbor the discussion and plan to support attendance.
Day Three of Absence	Student Support Team member does third day call.	• Plan to visit is made with family or as doorstep call if no response. • Level 1 – if not at higher level of monitoring is actioned. • Agree provision of work for any further absence days.	**Admin Team:** Recorded on Arbor using the correct attendance code with comments summarising the reasons for absence/conversation: N: No reply/reason L: Late M: Appointment C: Other Authorised Circumstances (use very rarely and comments must give factual information) I: Unwell **Student Support Team**: Updates on the communication section of Arbor the discussion and plan to support attendance
We continue to make daily contact with parent and carers to ascertain absence either through evidence supplied e.g test results, medical letter or to make a plan, linked to the attendance levels, depending on the student's level of attendance at the time for the absence.			

Attendance Data – Who does what?

Who	Action	By When	Return to?
Administration Team	Update registers with known information	Daily	Attendance Administrator
Learning Family Leaders	Weekly update of Learning Family Leaders group registers	Issued Monday for preceding week returned by Weds	Attendance Administrator
	Weekly update of year data (all absences)	Attendance Review Weekly Meeting	Family & Student Support Co-ordinator
Student Support Coordinator	Weekly update to SLT including agreed actions following data collation and review meetings.	Friday – verbal update to weekly actions Monday – emailed update to weekly figures	Assistant Headteacher

Area	Timing	Action	Lead
Register Completion	Daily	Run missing registers report and send to teachers and SLT for immediate completion	Attendance Administrator
	Weekly	Cumulative report for missing registers to be produced and circulated to address patterns of non-completion directly to teachers with SLT links copied in.	Attendance Administrator
Data Accuracy	Daily	Daily update of registration marks using information received via attendance hotline and other sources	Attendance Administrator
	Weekly	Attendance reports run and provide Learning Family Leaders with updates relating to known absences. Issued on Monday with previous week data, updated via attendance review meetings. Referral list to EWO using updated information for action.	Assistant Headteacher/ Family & Student Support Co-ordinator
	Weekly	Attendance Meeting with SMC to collate all known information and agree actions where attendance expectations aren't met. Review previous week's actions and impact thereof.	Assistant Headteacher/ Family & Student Support Co-ordinator
	Fortnightly	Meeting with SMC for referred students to review attendance data and agree next steps actions e.g WPN/Parenting Contract to go to HCS	Assistant Headteacher/ Family & Student Support Co-ordinator

Attendance Action Plans	Weekly	Review meetings to include update of action plans and agreed next steps to improve impact. Arrange delivery/collection/marking/feedback of work, laptop etc.	AHtr with Learning Family Leaders/SLT Links
	Fortnightly	EWO updates with referred parents/students for parenting contract/review.	Assistant Headteacher: Family & Student Support

SLT will receive the following information on a Friday:

1) A copy of the attendance data for the preceding week as shared with the Learning Family Leaders
2) Verbal Update to the data following review meetings with SAF & SXC and EWO as appropriate.

Via email (usually on the following Monday) SLT will receive an update on missing registers counts and staff names as well as updated figures following the processing of data and information from attendance review meetings.

Appendix 2: Attendance codes
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 mployer/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

Code	Definition	Scenario
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

Absence Due To Illness

DAY 1: Telephone call to school or notify via Arbor (where appropriate) by the beginning of lesson 1 on the first day of absence to confirm the following:
- Child's name
- Reason for absence ("unwell" is not sufficient – specific reason to be recorded on register)
- Time / date of GP Appointment (if made)

DAY 2 & 3 as DAY 1

If a child does not return to school on DAY 3, then from DAY 4 onwards, we may request supporting medical evidence – e.g. appointment card/letter; copy of prescription / medication label etc. – before consideration will be given whether or not to authorise the absences (wholly or in part).

DAY 4+
Parent to contact the school before the beginning of lesson 1 on each subsequent day of absence until either:
- Child returns to school, or
- As otherwise agreed with a senior member of school staff.

Contact should be made on a daily basis to update the school on absence. No more than 5 consecutive school days of absence will be authorised by the headteacher without sight of relevant medical evidence to support the absence. Furthermore, families will be asked to complete a medical consent form if a Student's is absent for over 5 days and no medical evidence has been provided, or if the school decides to query a medical absence. No evidence provided for extended illness is deemed as a safeguarding concern.

Any child accumulating 14 sessions (7 Days) of authorised absence due to illness in an academic year (consecutively or non-consecutively), may be required to provide sight of relevant medical or supportive evidence to explain every absence due to illness from Day 8 onwards. This is to ensure that the school is appropriately meeting the individual child's educational needs.

The coding of any absence from school, for whatever reason(s) given, is ultimately at the sole discretion of the headteacher; therefore the school may request sight of relevant evidence to support the correct coding of an absence of any length of time. It is the responsibility of the parent/carer to obtain the relevant evidence to support any absence from school.

Persistent absence is set by the government at below 90%. Students with this level of attendance are at severe risk of underachieving so schools will work directly with families and external services to seek to improve attendance. This could include attendance at meetings with relevant senior staff where a formal agreement (attendance contract) to improve attendance, discussion at the relevant area Team around the Family meeting and a referral for legal processes to be implemented, if the required improvements are not made

Unauthorised 'O' coded absences of 5 days (10 sessions) or more in any 12-week period may result in a Warning Penalty Notice to be issued to the parent(s) / carer(s) responsible for the child's regular school attendance,

 When a student's returns from a long-term absence, they are treated sensitively and given an individual plan allowing them to access the curriculum once again. The school will put into place a variety of strategies to help in this reintegration process. These may include, but not be limited to:

- A reduced, or flexible timetable (short term, working towards a return to full time education)
- Alternative Curriculum Provision
- Student mentoring support or Peer support
- Emotional support or Counselling referral
- Specific subject support, or catch-up sessions planned with preferred staff.