

(Insert Academy Details)

1. How have we written this policy?
2. Attendance is important
3. What is the process for attendance?
4. How can families and parents help?
5. Supporting pupils, families and parents if attendance becomes a problem

- A. Roles and responsibilities
- B. Local Support for Attendance
- C. Authorised and unauthorised absences
- D. Legal Sanctions
- E. Keeping and Maintaining Registers
- F. Monitoring Attendance
- G. Arrangements Links to Other Policies and Legislation
- H. Policy Monitoring
- I. Attendance Codes

This attendance policy is primarily for families and parents to help them understand how we approach attendance at [insert school name]. Therefore, we have written this policy with a group of parents to make sure that it is as clear and helpful as it can be.

Attendance



exceptional for the headteacher to authorise them. Each case is treated individually.

Another way that families can help is to make

[REDACTED]

[REDACTED]

[REDACTED]

97-100% missing around 6 days	The Green Zone	When a pupil's attendance is in this zone, this is ideal. pupil will be benefiting from the full range of what school has to offer.
93-96.9% missing around 14 days	The Yellow Zone Emerging concerns	When a pupil's attendance is in this zone we will begin to keep an eye on attendance patterns. This way, we can get in touch with you to see if any support is needed.
90-92.9% Missing around 19 days	The Amber Zone Concerns	When a pupil's attendance is in this zone, we will get in touch with families/parents and families to let them know. We will ask you if there's any help you need because we know that there is a real risk of a pupil falling significantly behind and missing out.
Below 90% Missing more than 20 days	The Red Zone Significant concerns	When a pupil's attendance is below 90%, this is classified as 'persistently absent'. This is a real worry. We will ask families and pupils to have a discussion with us and to make a plan to improve attendance really quickly so that attendance is back on track.

There is a range of attendance support available from school. There is also a range of support available from other organisations which we can signpost and sometimes refer you to.

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- I. At

- b. Pastoral staff
 - c. Attendance leaders
 - d. The senior member of staff responsible for attendance
 - e. Headteachers
4. Other agencies such as the Local Authority
 5. Local Academy Advisory Committees
 6. The CEO and Director of Education
 7. The Trust's Board of Directors

pupils can make sure attendance is excellent by being ready for school each day. The extent to which pupils are independent in being ready will depend on their age and development. It can be helpful for pupils to:

- make a list of what needs to be done each night before school the next day;
- check the list each night to make sure that, for example, uniform is ready, iPads are charged and homework is completed;
- speak to a trusted adult in school as soon as there is a problem, especially if something makes school uncomfortable or feel unsafe;
- if attendance problems happen, work with adults in school to understand why.

Parents and families play a very important role in making sure that attendance is excellent. They can help by:

- Promoting regular attendance at home, not taking holidays during school time, booking medical appointments outside of school time whenever this is possible and getting pupils to school for part of the day when a some school is missed because of an appointment
- Helping pupils to be on time
- Letting school know about absence as soon as possible
- Talk to school about any issue that comes up so that the right people can help.

The class teacher is the first point of contact for most pupils and their families. The class teacher will build up a good relationship with all pupils and families.

Teachers can help to promote good attendance by:

- taking accurate registers;
- noticing patterns of absence and sharing these patterns with families, pastoral leaders and others in school as relevant;
- working with families to understand these patterns;
- working with pastoral staff when attendance is in the amber or red zones to make action plans to improve attendance
- welcoming pupils back after an absence.

Local Advisory Bodies will promote the importance of attendance

[Redacted text block]

[Redacted text block]

necessary, the school will seek advice from the family/parents'/carers' religious body to confirm whether



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 F for the DfE attendance codes.

We will also record:

For pupils of compulsory school age, Whether an absence is authorised or not
The nature of the activity if a pupil is attending an approved educational activity
The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 3 years after the date on which the entry was made. pupils should arrive in school by [time] on each school day. The register for the first session will be taken at [time] and will be kept open until [time – not longer than 30 minutes after the session begins, or the length of the form time or first lesson in which registration takes place]. The register for the second session will be taken at [time] and will be kept open until [time].

The school will:

Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level.
Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.
Identify whether or not there are particular groups of children whose absences may be a cause for concern.
Identify pupils who are persistently absent (absent for more than 10% of the time) and those who are severely absent (absent for more than 50% of the time)
Support pupils, families and parents where there is persistent and severe absence to access the support they need to improve attendance.

Explain any contextual ways your school monitors and analyses attendance and absence data to identify pupils or cohorts that require support with their attendance. For example, how you tailor your approach to your context and the needs of particular cohorts of pupils.
Explain any other procedures your school has for targeting unauthorised absence. For example - meetings, letters, closer monitoring.

This policy links to the following policies:

Child protection and safeguarding policy
Behaviour policy

This policy meets the requirements of the [working together to improve school attendance](#) 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 \(pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)

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

It also refers to:

[School census guidance](#)

[Keeping Children Safe in Education](#)

[Mental health issues affecting a pupil's attendance: guidance for schools](#)

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by Windsor Academy Trust's Performance and Standards Committee.

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



Interview

Pupil has an interview with a prospective employer/educational establishment

Sporting activity

Pupil is



Reason not provided	Pupil 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)
Unauthorised absence	School is not satisfied with reason for pupil's absence
Arrival after registration	Pupil arrived at school after the register closed

Not required to be in school	Pupil of non-compulsory school age is not required to attend
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 pupil is in custody
Pupil not on admission register	Register set up but pupil has not yet joined the school
Planned school closure	Whole or partial t h