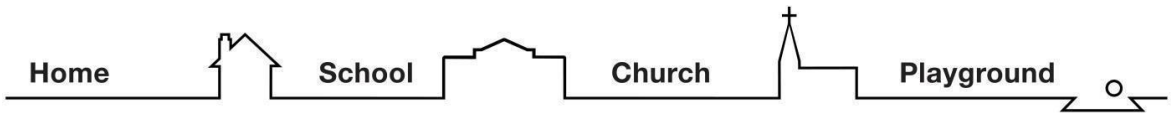
Thornleigh
Salesian College

ATTENDANCE POLICY

Person Responsible:	Mr C Atkinson
Last Reviewed:	Autumn 2026
Adopted by Governors:	Autumn 2025
Next Review due:	Autumn 2027



Thornleigh Salesian College recognises the clear link between the attendance and attainment of students. The aim of this policy, therefore, is to encourage the highest possible levels of attendance (190 days per year) for individual students within the school. Regular and punctual attendance at school is a legal requirement and it is also essential in order for students to maximise their chances of success. Guided by the values of St. John Bosco, we also recognise that attendance is more than an academic necessity: it is a way for students to experience belonging, family spirit, and mutual respect, which are at the heart of our Salesian ethos. By being present each day, students not only build habits of reliability and resilience but also place themselves in the best position to flourish both in their learning and in life.

In order to achieve this, all members of the school community have an important contribution to make. The policy should be read in conjunction with the DfE policy *"Working together to improve school attendance"* August 2026.

Aims

- Improve the overall attendance of students at Thornleigh Salesian College
- Reduce the number of students who are persistent absentees or severe absentees
- Raise the profile and importance of attendance across the whole school community
- Provide clear and consistent guidance for parents, students, and staff and governors
- Maintain accurate registers through clear procedures and regular monitoring.
- Implement a systematic approach to gathering, analysing and acting upon attendance data.
- Embed a whole-school approach that ensures consistency in intervention strategies.

At Thornleigh Salesian College we see good attendance as 97%+. Thornleigh Categorises attendance in the following way:

- **Green Group: 97% - 100%:** Best Chance of Academic Success
- **Yellow Group: 95% – 96.9%** – Risk of underachievement
- **Amber Group: 93% – 94.9%** – Increased risk of underachievement
- **Pink Group: 90% – 92.9%** – Severe risk of underachievement
- **Red Group: 0% – 89.9%** – Extreme risk of underachievement

Persistent absence: where a student misses 10% or more of possible school sessions.

Severe absence: where a student misses 50% or more of possible school sessions.

Each year a number of students from every year group achieve 100% attendance, emphasising that it is an achievable target; a rewards programme encourages good attendance detailed in the rewards section of this policy. Absence during term time, for any reason including authorised absences, interrupts a student's education and risks disrupting their educational progress.

Roles and Responsibilities

The Governing body

The Governing Body is responsible for:

- Setting high expectations of all school leaders, staff, students and parents/carers

- Ensuring sure school leaders fulfil expectations and statutory duties, including:
    - Recording attendance accurately in the register and sharing required information with the DfE and local authority.
    - Working effectively with local partners to remove barriers to attendance and keeping them informed about specific students where appropriate.Recognising and promoting the importance of school attendance across the school's policies and ethos
- Recognising and promoting the importance of school attendance across the school's *policies,* culture, and Salesian ethos.
- Making sure the school's attendance management processes are delivered effectively, prioritising staff and resources so that consistent support is provided for students who need it most.
- Ensuring the school maintains high aspirations for all students, while adapting processes and support to meet individual needs.
- Reviewing and challenging attendance data regularly, helping school leaders focus improvement efforts on individual students or cohorts at risk of underachievement.
- Working with school leaders to set goals and areas of focus for attendance, providing both support and challenge.
- Monitoring whole-school attendance figures and evaluating the effectiveness of attendance processes to ensure they meet students' needs.
- Where attendance is a concern, supporting school leaders in developing and implementing a comprehensive action plan for improvement.
- Ensuring dedicated training is provided for staff with specific attendance responsibilities, including the interpretation and analysis of attendance data.
- Holding the headteacher to account for the effective implementation of this policy.
- Ensuring all staff receive regular and appropriate training on attendance as part of their professional development, so they understand:
    - The importance of good attendance.
    - That absence is almost always a symptom of wider issues.
    - The legal requirements for keeping registers.
    - The school's strategies and procedures for tracking, following up on, and improving attendance, including partnership working.
    - Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
    - Holding the headteacher to account for the implementation of this policy

The Headteacher

The Headteacher is responsible for:

- The effective implementation of this policy at the school.
- Monitoring school-level absence data and reporting it to governors.
- Supporting staff in monitoring and improving the attendance of individual students.

- Monitoring the impact of any attendance strategies that have been implemented.
- Issuing fixed-penalty notices where necessary, and/or authorising the Assistant Headteacher (or other delegated role) to do so.
- Working with the parents/carers of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance, including where school transport is regularly missed or where students with SEND face in-school barriers.
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance relating to the student's needs.
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents/carers through all available channels, emphasising the link to success, belonging, and the Salesian ethos.

The designated Senior Leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing, and improving attendance across the school.
- Setting a clear vision for improving and maintaining good attendance.
- Evaluating and monitoring expectations and processes.
- Having a strong grasp of absence data and oversight of data analysis.
- Regularly monitoring and evaluating progress in attendance.
- Establishing and maintaining effective systems for tackling absence, and ensuring they are followed consistently by all staff.
- Liaising with students, parents/carers, and external agencies where needed.
- Building close and supportive relationships with parents to discuss and tackle attendance issues.
- Creating intervention or reintegration plans in partnership with students and their parents/carers.
- Delivering targeted intervention and support to students and families, helping them overcome barriers to regular attendance in line with the Salesian ethos of care and encouragement.

The designated senior leader responsible for attendance is C. Atkinson (Assistant Headteacher) and can be contacted via catkinson@thornleigh.bolton.sch.uk.

The Attendance and Family Liaison Manager

The school attendance officer is responsible for:

- Monitoring and analysing attendance data.
- Benchmarking attendance data to identify areas of focus for improvement.
- Providing regular attendance reports to school staff, and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher.

- Working with education welfare officers to address persistent absence.
- Advising the headteacher when fixed-penalty notices may be required.

The attendance officer is V. Cornwell and can be contacted via attendance@thornleigh.bolton.sch.uk.

Form tutors and Year Team

Form tutors are responsible for:

- Recording attendance accurately for both morning and afternoon sessions, using the correct codes and submitting this information in line with school procedures.
- Monitoring the attendance of students in their form group and identifying those whose attendance is falling below expectations.
- Having regular conversations with students about their attendance, offering encouragement and guidance to help them improve.
- Contacting parents/carers where concerns about attendance or punctuality arise, working in partnership to support improvement.
- Rewarding and celebrating good and improving attendance, reinforcing positive habits and commitment.
- Promoting the importance of regular attendance and punctuality as part of the school's Salesian ethos of care, family spirit, and high aspirations.

Year Teams

The year team is responsible for:

- Monitoring and evaluating attendance across their year group, identifying students whose attendance is a cause for concern.
- Supporting form tutors in addressing attendance issues, ensuring consistency of approach across the year group.
- Meeting with students whose attendance is below expectations, exploring barriers to attendance, and setting clear targets for improvement.
- Contacting parents/carers to discuss attendance concerns, offering support while reinforcing the school's expectations.
- Coordinating intervention strategies for students with persistent or severe absence, including liaising with the Attendance Officer, Attendance and Family Liaison Manager, and external agencies where necessary.
- Recognising and rewarding students with good or improved attendance to promote a culture of commitment and success.
- Embedding the Salesian ethos by fostering a sense of belonging, care, and aspiration, helping students to understand that regular attendance is key to both personal growth and academic achievement.

All Staff

All staff are responsible for:

- Providing a welcoming atmosphere for all students.
- Promoting regular attendance and punctuality.
- Being aware of the factors that can contribute to non-attendance.
- Recognising the part every member of staff can play in ensuring attendance is seen as important for all students.
- Monitoring daily attendance and supporting the implementation of interventions as appropriate.
- Working with pastoral teams to encourage and secure student attendance.
- Ensuring that all absence notes are stored securely.
- Where parents/carers fail to make contact to provide a reason for absence, supporting the Attendance Officer and/or Assistant Head of Year in contacting home.

Classroom Teacher

Classroom teachers are responsible for:

- Taking accurate registers at the start of every lesson, using the correct attendance codes in line with school procedures.
- Promoting the importance of regular attendance and punctuality within their lessons.
- Creating engaging, supportive, and inclusive classroom environments that encourage students to attend and participate fully.
- Identifying students whose attendance or punctuality is affecting their learning, and sharing concerns with the form tutor, year team, or Attendance Officer as appropriate.
- Following up patterns of lateness or absence that emerge in their lessons, and reinforcing high expectations with students.
- Supporting the recognition and celebration of good attendance and punctuality in line with school policies.
- Modelling reliability and consistency, helping students understand that their presence and commitment in lessons are valued and essential to their success.

School admin staff

School admin staff are responsible for:

- Taking calls from parents/carers about absence on a day-to-day basis and recording this information accurately on the school system.
- Transferring calls from parents/carers to the Head of Year, or other appropriate staff member, where more detailed support on attendance is required.
- Ensuring clear communication between families and pastoral/attendance staff to support the school's proactive approach to improving attendance.

Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not.
- All those who have parental responsibility for a child or young person.
- Those who have day-to-day responsibility for the child (i.e. live with and look after them).

Parents are expected to:

- Ensure their child attends school every day, on time.
- Report their child's absence before 8.40am on the day of the absence (and on each subsequent day of absence), and advise when their child is expected to return with details of the absence
- Provide the school with more than one emergency contact number for their child.
- Ensure that, where possible, appointments for their child are made outside of the school day.
- Seek support, where necessary, for maintaining good attendance by contacting the Head of Year or Family Liaison Officer.

Students

Students are expected to:

- Attend every timetabled session on time.
- Adhere to the school's systems for late registration.
- Arrive punctually to school and to lessons (persistent lateness will result in appropriate sanctions in line with the school's policy).
- Remain in school throughout the day unless given permission to leave, in which case they must collect and keep an exeat slip on their person.
- Be aware of their current attendance levels and any targets set for them.
- Speak with the appropriate staff member to catch up on any missed work.
- (Sixth Form) Call the school to report an absence before 8.40am on the day of the absence, and on each subsequent day.
- Aim for 100% attendance, recognising that regular attendance supports both academic success and a sense of belonging within the Salesian community.

Attendance Procedural Framework:

Registration:

The Attendance and Family Liaison Manager will ensure that staff responsible for marking registers are fully aware of the attendance codes to be used, and that registers are completed accurately and consistently.

- The school day begins at 8.40am, and students are encouraged to arrive on site by 8.30am.
- At 8.40am, when the registration bell sounds, students should go immediately to form time.
- Students entering the school premises after the registration bell are late for school. The 'L' code will be used by the form tutor, and the minutes late will be logged on ClassCharts. Students must make up their minutes late in a lunchtime pastoral detention on the same day. Failure to attend will result in an after-school detention.
- Morning registration takes place between 8.40am and 8.55am.
- Students arriving after registration has ended at 8.55am must report to the main school reception to sign in and explain the reason for their lateness.
- Students arriving after the register has closed at 9.10am will be marked with a 'U' code.
- Afternoon registration takes place from 13.05 to 13.50 in form rooms.
- Staff must ensure that registers are completed within the first five minutes of each lesson.
- If a student needs to leave school during the day, they must provide confirmation from parents/carers (verbally, via letter, or through ClassCharts).
- Students must collect an exeat, signed by the appropriate member of staff, and sign out at the main reception. They must also sign back in upon their return to school. Admin staff will then update the registers with the appropriate comments and codes.
- Students are expected to attend school before, or return to school following, any medical or agreed appointment that takes place during the school day.

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

Unplanned Absences:

The student's parent/carer must notify the school of the reason for any unplanned absence on the first day of absence by 8.40am, or as soon as practically possible, by contacting the school via the ClassCharts Application

Absence due to physical or mental illness will be marked as authorised unless the school has a genuine concern about the authenticity of the illness.

In most cases, notification from a parent/carer that their child is too ill to attend school will be sufficient and medical evidence will not routinely be requested. Where the school has genuine and reasonable doubt about the authenticity of illness, or where absence due to illness is prolonged or recurrent, the school may request reasonable evidence. The school will be flexible about the form of evidence requested and will work with families to understand underlying health needs and identify appropriate support.

- Where an absence lasts longer than 5 days, or where there are doubts about authenticity a home visit may be carried out to check on the welfare of the child. This may lead to a police welfare check if we are unable to see the child
- Medical evidence will not be requested unnecessarily.
- If the school is not satisfied with the authenticity of the illness, the absence will be recorded as unauthorised, and parents/carers will be notified.

Absence will also be recorded as unauthorised in the following circumstances:

- Any absence where the school has not given permission.
- Truancy from school, with or without parental knowledge.
- Parentally-condoned absence (i.e. parents are aware their child is absent but take no action to intervene).
- A delayed return from an agreed period of absence or holiday
- Arriving late to school after the register has closed.
- A holiday arranged during term time without the school's authorisation.

Students with attendance below 90%

Where a student's attendance falls below 90%, the school will review their attendance and absence patterns and consider whether additional support or intervention is required. Each subsequent absence will continue to be considered individually and recorded using the appropriate national attendance code. Where the school has genuine and reasonable doubt about the authenticity of an illness, or where illness is prolonged or recurrent, reasonable evidence may be requested. Medical evidence will not routinely be required.

Following up unexplained absence

Where any student expected to attend school does not attend, or stops attending, without reason, the school will:

- Send an initial text message to prompt the parent to confirm absence
- Call the student's parent/carer to establish the reason. If the school cannot reach any of the student's emergency contacts, a police welfare check may be requested.
- Identify whether the absence is authorised or unauthorised.
- Identify and apply the correct attendance code as soon as the reason for absence is confirmed – no later than 5 working days after the missed session(s).
- Contact the parent/carer on subsequent days of unexplained absence, ensuring appropriate safeguarding action is taken where necessary.
- If the absence continues, the school will consider involving an Education Welfare Officer.

- Where relevant, report the unexplained absence to the student's youth offending team officer.
- Where appropriate, offer support to the student and/or their parents/carers to improve attendance.
- Identify at the earliest opportunity whether the student requires support from wider partners and make the necessary referrals.
- Where support is not appropriate, not successful, or not engaged with, consider issuing a notice to improve, a penalty notice, or pursuing other legal intervention as appropriate.

Reporting to parents

- We will regularly inform parents/carers about their child's attendance and absence levels through **ClassCharts**, which provides a daily view of attendance.
- Parents/carers will also receive information about their child's attendance in **half termly reports**.
- The school will work in partnership with parents/carers to promote understanding of what constitutes good attendance and why it is vital for success.

Planned absence

- Attending a medical or dental appointment will be counted as authorised, provided the student's parent/carer notifies the school in advance. However parents/carers are strongly encouraged to arrange medical and dental appointments outside of school hours. Where this is not possible, students should be out of school for the **minimum time necessary** and ensure they attend school before and after the appointment
- Parents/carers must also apply in advance for any other type of term-time absence. Applications should be made as early as possible so that the school can consider the request in line with the exceptional circumstances section of this policy, which sets out the circumstances in which term-time absences may be authorised.

Taking holidays during term time disrupts learning and affects a student's education in the same way as any other form of absence. Parents/carers are therefore strongly urged not to book holidays during the school term. Any savings made by taking a holiday in term time may be outweighed by the long-term cost to a student's education and progress.

- If a student is absent from school for the purpose of a holiday, the absence will be recorded as **unauthorised**. The school is legally obliged to pass this information to the Early Intervention Service, which will result in a **Penalty Notice** being issued to parents/carers.
- If the school has reason to believe that a student has been absent due to a holiday, it is the responsibility of the family to provide evidence that this is not the case. Where sufficient evidence is not provided, the absence will be recorded as **unauthorised** and may result in a Penalty Notice being issued.

Part-Time Timetables

All students of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in the best interests of an individual student, the school may agree a temporary, time-limited part-time timetable.

A part-time timetable will only be used as part of a wider support, medical or reintegration plan and will not be used as a long-term solution to poor attendance or as a means of managing behaviour.

Where a part-time timetable is agreed, the school will work with the student and their parent/carer to agree the times and sessions the student is expected to attend. The arrangement will be regularly reviewed and will have the clear aim of returning the student to full-time education as soon as appropriate.

At Thornleigh, a part-time timetable will require the student to attend school every school day for an agreed proportion of the day, rather than attending on sporadic days during the week. This supports regular routines, continued connection with school and a planned return to full-time education. Students will be required to attend PSHE lessons and if missed will be supported to catch-up these lessons.

The school will consider the student's individual needs, including any special educational needs or disabilities, medical needs and safeguarding considerations, and will involve relevant professionals or external agencies where appropriate.

Sessions where a compulsory-school-age student is not expected to attend because of an agreed temporary part-time timetable will be recorded using **Code C2**, in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

Exceptional Circumstances

The headteacher may only grant a leave of absence during term time in **exceptional circumstances**. Each request will be considered on a case-by-case basis, taking into account the student's individual needs, attendance record, and the impact on learning. Examples of what may constitute exceptional circumstances include, but are not limited to:

- A significant family event, such as a wedding or funeral of a parent or sibling.
- The graduation or passing-out ceremony of a parent or sibling.
- Other unique, one-off situations that the headteacher considers to be genuinely unavoidable and in the best interests of the student.

Family holidays are **not considered exceptional circumstances** and will not be authorised. Parents/carers are reminded that maintaining regular attendance is crucial for academic success, personal development, and a strong sense of belonging within the Salesian ethos of the school.

Approval for term-time absence

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

The headteacher will only grant a **leave of absence** to a student during term time if the request meets the specific circumstances set out in the 2026 school attendance regulations. These circumstances are:

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

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

Leave of absence will not be granted for a student to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances.

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

Any request should be submitted as soon as it is anticipated and, where possible, 3 days before the absence, and in accordance with any leave of absence request form, accessible via the school website. The headteacher may require evidence to support any request for leave of absence.

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

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

Internal Absence from Lessons:

Students must never leave the school premises during the school day without the permission of a member of the Senior Leadership Team or the Care, Guidance and Support Team. On rare occasions, however, a student may leave the premises without the knowledge or permission of staff. In such cases, the following procedures must be followed:

- If a student does not arrive at their lesson, the class teacher should enter an ‘N’ code on the register. This should be changed to an ‘L’ code once the student arrives, with the number of minutes late logged on ClassCharts.
- If an ‘N’ code remains on the class register, the Attendance Officer must check whether the student has been sent to First Aid and confirm with reception if they have signed out and left the site officially.
- If the student has not signed out officially and is believed to still be on the premises, members of staff who are not supervising students may be directed to search the school site and the immediate vicinity.
- If the student is not found within a short period of time, the Attendance Officer must contact the parents/carers immediately.
- If a member of staff locates the student, a senior member of staff must be informed at once. Parents/carers and, where appropriate, external agencies will also be notified.

Children who run:

- If a child runs away from school and is in the eye line of adults, the adult should call after the child or try and talk to them to encourage them back into school. Under no circumstances, should a member of staff physically restrain a child, unless the child is in immediate danger of hurting themselves or putting themselves in a dangerous situation
- A member of staff should never put themselves at risk in the process and should not attempt to intervene without assistance unless it is an obvious emergency.
- The member of staff should ring the Attendance Officer, who will immediately contact parents/carers or report to the police

Internal Truancy Actions

The school operates a clear, consistent, and robust system for tackling daily truancy. Using an out-of-bounds system. Any student who is out of class within 5 minutes of the school bell will be issued an orange lanyard issued by the member of staff or if a student has just arrived at school a late pass.

- Students who truant are logged on ClassCharts
- The student will receive a detention running until 4.15pm; supervised by a member of the Senior Leadership Team (SLT).
- Failure to attend this detention will result in the student spending one full day in the Inclusion Unit on the following school day.

This process reinforces the seriousness of truancy, while ensuring swift and consistent consequences that support improved attendance and engagement.

Emergency Closure (e.g. Snow Days)

It is extremely rare for the school to close due to emergencies such as severe weather. In the event of such circumstances, students and parents/carers should check the school website: www.thornleigh.bolton.sch.uk or the schools social media for the most up-to-date information. Parents/carers are asked not to telephone the school.

If parents/carers have not been informed otherwise, the expectation is that all students will attend school as normal. Absence will not be authorised if the school is open.

Partnership Working

Thornleigh Salesian College is committed to working in close partnership with the Local Authority and other support agencies to promote and secure regular attendance for all students. Collaborative working ensures that barriers to attendance are identified and addressed effectively, in line with our Salesian ethos of care and support. Where appropriate, the school will initiate or contribute to an Early Help Assessment (EHA) so that support around attendance is planned and delivered in a coordinated, multi-agency way.

Penalty Notices, Sanctions and Rewards:

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

Notices to improve

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

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

They will include:

- Details of the student's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with

- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

Penalty Notices

A penalty notice is an alternative to prosecution and the criteria for issuing a penalty notice will be reduced and a fine will be considered where a student has had 10 sessions (equivalent of five days - consecutive or otherwise) of unauthorised absence over the period of two consecutive half terms.

The school will send a formal notice to improve telling the parent that a penalty notice may be issued. If a notice to improve is received, it is an opportunity for parents to work with the school to improve their child's attendance and avoid the need to issue a penalty notice.

No further unauthorised absences from school must occur from the date of the letter. If unauthorised absences continue and reach ten sessions (five school days or more) a penalty notice maybe issued.

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

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

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

There is no limit to the number of times a formal notice to improve may be issued. This depends on each individual case. However, the school is not required to send a notice to improve where the absence is due to an unauthorised holiday during term time.

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

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

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same student, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

Rewards

Good attendance will be identified and rewarded in the following ways:

- Attendance Certificates (Platinum: 100%, 98%: Gold, 97%: Silver, 95% Bronze)
- Half termly form attendance rewards
- Weekly 100% attendance praise points (5 points)
- Most improved attendance rewards
- Form Tutor awarded attendance awards
- End of term attendance celebrations

Strategies for Promoting Attendance

Identifying and Tackling Poor Attendance

- Attendance levels and patterns for individuals, form groups, year groups, and the whole school are monitored through the **Attend-Attendance** system, with action taken at each level to address poor attendance. Attend Attendance supports the recognition of patterns of attendance and automates some of the attendance processes to ensure that the attendance officers can focus on improving attendance
- Long-term absentees are provided with appropriate support to enable a positive return to school (examples may include phased returns, agreed start and finish times, or alternative curriculum provision).
- Early identification of potential poor attendees is part of the school's primary liaison work prior to transition.
- Appropriate strategies are put in place to support students and parents/carers where needed.
- An EBSA officer supports students and parents to build relationships with school and improve attendance

- The school recognises that caring responsibilities can create barriers to regular attendance. Where a student's role as a young carer may be contributing to absence, the school will work sensitively with the student and their family to understand those barriers, provide appropriate school-based support and, where necessary, work with the local authority and other services.
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- Where patterns of absence persist, or indicate wider unmet needs, the school will work in partnership with parents/carers to explore concerns through an Early Help Assessment (EHA). With parental consent, the EHA will be used to understand underlying factors, agree shared outcomes, and coordinate support for the student and family with relevant agencies. Attendance targets and review points will be built into the plan so that expectations and support are clear to everyone involved.
- Regular contact is maintained with parents/carers via telephone calls and letters regarding attendance and punctuality issues. For example, where a student has five or more sessions of unauthorised absence, parents will receive a warning notice. Notifications are also issued in relation to persistent poor punctuality.

Monitoring, Analysis, Evaluation and Action Planning

The school monitors attendance and absence data (including punctuality) on a **weekly, half-termly, termly, and yearly basis** at the individual student, year group, cohort, and whole-school level.

- Specific student information is shared with the DfE. Data is collected daily and published at national and local authority level through the DfE's national school absence statistics. The underlying school-level data is published alongside these releases.
- Attendance data is benchmarked against local, regional, and national figures to identify priorities for improvement and shared with the governing board.

The school uses **SOL Attendance** to track, monitor, and analyse the attendance of all students, including key groups who may need additional support. Different stakeholders use the system in the following ways:

- **Form Tutors:** Monitor daily attendance for their form, highlight attendance trends, and inform Heads of Year. Use data for initial support and reward conversations with students.
- **Pastoral Leads:** Identify students whose absences are a cause for concern, particularly those showing patterns of persistent or severe absence.
- **Senior Leaders:** Monitor attendance at a whole-school level, including different cohorts.
- **Attendance Officer:** Record interventions, monitor students with persistent (PA) or severe (SA) absence, highlight key students for rewards and concerns, and recognise patterns of absence, lateness, or medical appointments (including trends across SEND, PP, FSM, CP, gender, and year groups). Provide feedback to parents via calls, attendance meetings, and staged interventions.
- Attendance Champion: Ensure all staff use the tracker effectively. Challenge staff where low attendance is not being addressed, monitor the impact of interventions, and conduct

thorough analysis of half-termly, termly, and full-year data to identify historic and emerging patterns. Develop strategies to address these patterns.

Using Attend-Attendance allows the school to:

- Develop targeted actions to address absence patterns among individuals, groups, or cohorts.
- Provide targeted support for students at risk of persistent or severe absence, and their families.
- Monitor and evaluate the impact of interventions, adapting strategies where necessary.
- Share information and work collaboratively with other schools, the local authority, and external partners where a student's absence is at risk of becoming persistent or severe.

Children Missing Education (CME)

Statutory statement

This guidance is statutory for local authorities in England and is intended to help them fulfil their legal duty under section 436A of the Education Act 1996 to make arrangements to identify, as far as it is possible to do so, children missing education (CME). This guidance is also statutory for academy trusts, governing bodies, management committees and proprietors who must have regard to it as part of their efforts to promote the welfare of children.
Local authorities and schools should be able to demonstrate that they have considered this statutory guidance and where it is not followed, they should have reasonable grounds for not doing so. This advice is not exhaustive, and the circumstances of individual cases will need to be considered.
This guidance should be read alongside the statutory guidance documents on: Working together to improve school attendance; Supporting pupils at school with medical conditions; Suspension and permanent exclusions; Alternative provision; Elective home education; Keeping children safe in education.
This guidance makes reference to (non-exhaustive): section 436A of the Education Act 1996; Education Act 1996 (sections 7, 8, 14 and 19); School Attendance (Pupil Registration) (England) Regulations 2026; section 175(4) of the Education Act 2002; paragraph 7 of the Schedule to the Education (Independent School Standards) Regulations 2014; paragraph 3a of the Schedule to the Non-Maintained Special Schools (England) Regulations 2015.

1. Definition

For the purposes of this policy, **children missing education (CME)** are children of compulsory school age who are **not on a school roll** and **not receiving suitable education otherwise than at school**. Students who are on roll but persistently or severely absent are *not* CME (they are addressed through attendance procedures).

2. Principles

- Every child is entitled to an efficient, full-time and suitable education.

- Identifying and supporting CME is a **safeguarding duty** and a shared responsibility across school, local authority and partners.
- Actions must be **timely, proportionate, recorded, and child-centred**.

3. Roles and responsibilities (school)

- **Headteacher**: overall accountability for CME compliance; ensures processes, training and escalation routes are in place.
- **Designated Senior Leader for Attendance (Attendance Champion)**: leads CME practice; oversees data; coordinates reasonable enquiries with the Local Authority (LA).
- **Designated Safeguarding Lead (DSL)**: leads on safeguarding risk assessment and referrals where CME concerns indicate risk of harm.
- **Attendance Officer**: maintains CME case logs; undertakes day-to-day enquiries; submits attendance/admissions returns to LA; keeps records.
- **Year Teams/Form Tutors/Classroom Teachers**: report unexplained absence promptly and follow escalation steps.

4. Identification and triggers

The school will initiate CME procedures when:

- A student **ceases to attend** and whereabouts are **unknown**;
- Parents/carers notify withdrawal but **no new school** or suitable education is evidenced;
- Grounds for **deletion from roll** may be met, including failure to return after agreed leave or 20 continuous school days of unauthorised absence;
- Admissions arrangements indicate a student **has not started** on the agreed date.

5. Reasonable enquiries (joint with LA)

Where a student's whereabouts or education arrangements are unclear, the school will **immediately** begin reasonable enquiries and **work jointly** with the LA until concluded. Actions may include (as proportionate to risk):

- Contacting parents/carers using all known details;
- Checking with siblings' schools; relevant agencies involved with the family; previous/possible destination LAs or schools;
- Consulting internal systems (admissions, safeguarding) and—via the LA—other databases (e.g., housing, health, police) where lawful;
- Using **S2S** (lost pupil area) and **Get Information About a Pupil (GIAP)** to establish if the student is on roll elsewhere;
- Conducting home visits via appropriate staff/partners following risk assessment;
- Where immediate risk is suspected, **making a safeguarding referral** to children's social care and/or contacting the police.

All steps, dates and outcomes will be **logged** on the school system.

6. Information sharing

We share information **lawfully and proportionately** with the LA and relevant partners to locate and support students, consistent with *Keeping Children Safe in Education*, the Data Protection Act 2018 and UK GDPR. Where a student resides in a different LA to the school, we will notify and cooperate with **both** LAs.

7. Admissions and attendance returns

- We maintain **accurate admissions and attendance registers** and encourage families to keep contact details up to date.
- We will make required **attendance returns** highlighting students with poor/irregular attendance in line with locally agreed intervals.
- We will **notify the LA within 5 days** when a student's name is **added** to the admission register at non-standard transition points, and **whenever a name is removed** outside standard transitions, supplying all required information.

8. Removing or adding names to the register

- We only remove a student's name where a **ground in regulation 9** of the 2024 Pupil Registration Regulations is met.
- For **grounds H and I** (failure to return after leave; 20 days continuous unauthorised absence), **joint reasonable enquiries with the LA** are required before deletion and both parties must agree there are no reasonable grounds to believe the student will return.
- For **ground G** (no longer normally lives a reasonable distance), the name must be deleted when the criteria are met, even if a new place is not yet secured.
- We **cannot retrospectively delete** a name.
- When adding a name, it is entered **from the first agreed session**; if the student fails to attend, **reasonable enquiries** commence.

9. Children at greater risk of CME

We pay particular attention to cohorts more vulnerable to CME (e.g., students at risk of harm or neglect, in temporary accommodation, with SEND/EHC plans, electively home educated where suitability is unclear, excluded students, children of service personnel, unaccompanied asylum-seeking children/new migrant families, students supervised by youth justice services, and those attending unregistered settings). The DSL leads on safeguarding responses.

10. School Attendance Orders (SAOs)

Where the LA determines suitable education is not being received and informal enquiries fail, the LA may commence the **SAO** process. The school will cooperate fully with consultation and placement steps associated with SAOs.

11. Training, monitoring and review

- Annual staff training covers CME definition, triggers, reasonable enquiries, information sharing, and register regulations.
- The Attendance Champion reports termly to SLT and governors on CME cases, timeliness of actions, and outcomes.
- CME procedures are **reviewed annually** or following statutory updates.

Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

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

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Student is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Student is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Student is participating in a supervised sporting activity approved by the school
W	Attending work experience	Student is on an approved work experience placement
B	Attending any other approved educational activity	Student is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Student is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Student is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Student is at a medical or dental appointment
J1	Interview	Student has an interview with a prospective employer/educational establishment

S	Study leave	Student has been granted leave of absence to study for a public examination
X	Not required to be in school	Student of non-compulsory school age is not required to attend
C2	Part-time timetable	Student is not in school due to having a part-time timetable
C	Exceptional circumstances	Student has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Student is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Student is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Student is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Student has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Student is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Student is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open

Y4	Whole school site unexpectedly closed	Every student absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Student is unable to attend as they are: ● In police detention ● Remanded to youth detention, awaiting trial or sentencing, or ● Detained under a sentence of detention
Y6	Public health guidance or law	Student's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Student is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Student has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective student not on admission register	Student has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

