

ATTENDANCE POLICY

Version	Author/owner	Reviewer	Next review date
January 2024	CLJones	KYousaf SWW JK	January 2025
September 2024	CLJ	JK	September 2025

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1. Aims

The school seeks to ensure that all our pupils receive a full-time education which maximises opportunities for each pupil to realise her potential. We believe that pupils will achieve this by attending school every day.

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This policy aims to maximise the attendance and punctuality of all pupils.

1.1 Objectives

- To ensure that clear expectations of attendance and punctuality are set for pupils, teachers and parents.
- To ensure a robust system of registration, monitoring and enforcement of attendance is consistently maintained.

This policy should be read in conjunction with the school Safeguarding Policy particularly in reference to Pupils Missing from Education, the Supervision of Pupils Policy and the Lower School and Senior School Missing Child Policies.

The following guidance is also relevant;

School attendance

https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eecd38f7/Working_together_to_improve_school_attendance_applies_from_19_August_2024.pdf

Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

2. Expectations

In line with DfE guidance, the following expectations are placed upon parents;

- Ensure their child attends every day the school is open except when a statutory reason applies.
- Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).
- Only request leave of absence in exceptional circumstances and do so in advance.
- Book any medical appointments around the school day where possible.

Where attendance is of concern (below 95%) parents are expected to;

Work with the school and local authority to help them understand their child's barriers to attendance.

Proactively engage with the support offered to prevent the need for more formal support.

Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.

2.1 Absence

1. Parents are asked to contact the school by 8.30 on the morning of their daughter's absence giving an indication of the problem and when they expect her to return.
2. Absence must be notified on all subsequent days if the parent is unable to give a clear indication of the day of return.
3. Parents can do this by completing the form on the website or by calling the school telephone number. It is expected that parents will give details about the nature of the absence, for

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example, 'absent due to vomiting' rather than 'illness'. Office staff will follow up on any reports wherein the nature of the absence is unexplained.

4. Details of the absence will be entered on PASS by the office staff. If the reason for absence is deemed appropriate, a code of M for medical absence or D for medical appointment will be entered as appropriate.
5. Any pupil unaccounted for by the end of period 1 (10.30) will trigger a call from the office staff. If no contact is made, the code O for Unauthorised absence will be used.
6. It is the responsibility of the individual pupil to ensure they collect missed work and complete it before the next lesson with their teacher.
7. If there will be an extended period of absence of 2-3 days, parents should contact the Head of Year to agree an approach to completing the work that would be missed.

2.2 Punctuality

1. Pupils must be in their form rooms by 8.40 am (Senior School) / 8.50am (Lower School). for morning registration.
2. If a girl is late for school, she must go straight to the school office and sign in using the Signing in book. Lower school pupils should be signed in by their parent or guardian. The pupil will get code L for late as her registration mark. In exceptional circumstances where the likelihood of lateness has been communicated in advance or where school buses are late, a code of U unavoidably late will be used.
3. If a girl is going to a club or peripatetic lesson and so will not be going to form time, she must go to the school office before going to her club/lesson and sign in using the Signing in book. She will receive a present register mark (code \). If she does not sign in, she will receive a code L late mark.
4. Pupils are expected to be punctual for all lessons. All Senior School lessons are registered and a girl will receive a late mark if she is late to a lesson. The threshold for lateness is 5 minutes.
5. Afternoon registration will take place in the afternoon at the beginning of period 4.
6. Pupils up to Year 11 must not leave the school premises until the final bell of the day, unless they have specific written permission to do so and have signed out at the office.
7. As a general rule, repeated lateness to school (more than one occasion) will result in a conversation between the form tutor and pupil (Senior School) or parent (Lower School). Repeated lateness to lessons will result in a conversation between the class teacher and pupil or parent.
8. (Senior School only) A further occasion of lateness to school will lead to a conversation with the Head of Year or Key Stage. A further occasion of lateness to lessons will lead to a conversation between the Head of Department (or Head of Year if Head of Department is also class teacher) and the pupil.
9. Any further occurrences of lateness to school or to lessons will lead to an email or phone call to parents from the Head of Year or Key Stage.
10. If lateness then persists, parents will be asked to attend a meeting with the Head of Year or Key Stage or Headmistress if circumstances suggest this is necessary.

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2.3 Unauthorised absence

No pupil is allowed to be absent from school without an acceptable explanation from a parent. Where no acceptable reason is received, this is regarded as an unauthorised absence. Please see Appendix 2 for the flow chart of how unauthorised absences are addressed.

3. Attendance

Attendance statistics are affected by the stage of the school year and number of school sessions that have taken place. An attendance report is issued on a Friday afternoon. It is the Form Tutor responsibility to check the report and follow up on individual absences or lateness. Heads of Year and Key Stage are responsible for the overall monitoring of attendance in their year groups and intervening where there are concerns.

When reviewing patterns of absence or lateness, form tutors should consider the following factors before contacting home:

- Time period covered by the absence statistics - short periods of absence may push a pupil into low or persistent absence if it is early in the academic year or they started at Queen's mid-year.
- Authorised long-term absence (such as a severe medical condition or surgery that prevented a pupil from attending for good reason). In this case, contact should be made with parents on at least a weekly basis to ensure pupils are supported. If a pupil up to Year 11 has absences totalling 15 days, support may be sought from the Education Access Team. All such absences MUST be accompanied by medical evidence. Please note that the Education Access Team will require evidence from a consultant or specialist. GP evidence is insufficient.

3.1 Attendance reporting to parents

Parents can view headline statistics on Firefly. However, the restrictions with the system mean that attendance statistics are recorded historically. This sometimes leads to a discrepancy between our internal reporting and what is viewed by a parent on Firefly. More detailed attendance statistics can be viewed by all staff members via the MIS and these can be shared with parents if more detail is requested or in order to follow up on attendance concerns.

Specific events that are recorded as absence can be viewed later in the document. For the purposes of reporting, only morning registration mark and period 4 mark are counted. This means that if the pupil misses this registration, they will be counted as and reported as absent. If a pupil arrives by;

- 1) 10.15 for the morning session
- 2) 2.15 for the afternoon session

their mark will be adjusted to reflect that they have been presented for the majority of the session. If a pupil arrives after these deadlines, the whole session will be recorded as an absence.

4. Response to absence – senior school

Please note this is not prescriptive and the approach will be tailored to the contextual understanding of the pupil.

Recording of absence:

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Action: Office team contact home to establish reason (if no message from parents received). Office team record absence and reason for absence on MIS.

Step 1 Individual occurrences of absence:

Action: Form Tutor speak to pupil directly (depending upon the age of the child and understanding of context)

Step 2 Pupil attendance falls below 95% (good attendance threshold):

Action: Head of Year or Key Stage contacts home via email or telephone (see routine monitoring letter template appendix 3)

*If improvement – no further action but Head of Year/Key Stage continues to monitor attendance.

Step 3 Further absence or pupil has fallen below 90% and is therefore classed as persistent absence

Action: If further absence occurs, Head of Year or Key Stage will contact home again and organise an in person meeting to discuss support for improved attendance. Short term (2 week) goal for improvement to be set, documented in writing to the parent and saved on the MIS.

*If improvement – no further action but Head of Year/Key Stage continues to monitor attendance.

Step 4 Further absence:

Action: If further absence occurs, Head of Year or Key Stage will contact home again and organise an in person meeting with a member of the SLT to discuss support for improved attendance. Short term (2 week) goal for improvement to be set, documented in writing to the parent and saved on the MIS.

*If improvement – no further action but Head of Year/Key Stage continues to monitor attendance.

Step 5 Further absence:

Action: If further absence occurs, Head of Year or Key Stage will contact home again and organise an in person meeting with the Headmistress to discuss support for improved attendance. Short term (2 week) goal for improvement to be set, documented in writing to the parent and saved on the MIS.

*If improvement – no further action but Head of Year/Key Stage continues to monitor attendance.

5. Authorised absences for sporting or other commitments

The school wishes to ensure that pupils who are participating in sport, musical, drama or other activities at a high level are supported in doing so. The school is willing to authorise absences for training or participation where the absences are judged to be proportional. Pupils are expected to ensure that they have all the work they need in advance of a planned authorised absence and all work must be completed in the pupil's own time. This will be monitored by the Head of Year/Head of Key Stage. If concerns are raised about the pupil from a wellbeing or academic perspective, parents will be contacted, and it may become necessary for the school to limit future authorised absences.

6. Sponsored Pupils

The Home Office expectation for sponsored pupils is an acceptable attendance threshold of 80%. The school keeps accurate records on PASS regarding the nature of absences for sponsored pupils, as it does with other pupils. Any absence concerns will be addressed in line with this policy and safeguarding procedures.

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7. Emotionally based school non-attendance (EBSN)

The school follows the local authority guidance on EBSN. It is recognised that a high proportion of children and young people not attending school may be experiencing underlying emotional needs such as fear, anxiety, unhappiness and despair, which result in them not feeling able to attend school. Emotionally Based School Non-Attendance (EBSN) is a term used in CWaC to describe the needs of this group of children and young people. These children and young people may be reluctant to leave home and can present high levels of distress in response to parents’ attempts to get them to attend school.

Early indications of EBSN for staff to be aware of:-

- Sporadic attendance and/or lateness
- Parent reporting that their child does not want to come to school
- Physical signs believed to be linked to stress (e.g. stomach ache, sickness, headache) or frequently complaining of feeling ill.
- Behavioural changes or fluctuations e.g. interactions with others, reduced motivation and engagement in learning tasks

See appendix 1 for the model approach to EBSN that underpins the attendance framework detailed here.

7.1 Attendance framework for EBSN

Please note this is not prescriptive and the approach will be tailored to the individual pupil need.

	Actions
	<ul style="list-style-type: none"> • Form tutor/Head of Year/Head of Key stage monitor the weekly attendance report • Form tutor ensures awareness of reason for all absences and deals with unauthorised absences in line with appendix 3. • If pupil attendance drops below 95%, the Head of Year will make contact with the parent (either by email or telephone)

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<p>Phase 1: Identify well-being/attendance concerns Usually after 3 days absence (not necessarily continuous)</p>	<ul style="list-style-type: none"> • Emotional health/well-being concerns identified and discussed with key staff member/s (this may come through the monitoring of weekly attendance where attendance drops below 95% or via other observations) • Identify a 'Key Adult' in school (usually form tutor or Head of Year/Head of Key Stage) who has a positive relationship with the child, to: <ol style="list-style-type: none"> 1. Elicit pupil's views using appropriate tools and respond accordingly 2. Request a 'round robin' to gain a wider understanding of concerns/needs and strengths across school 3. For absence for more than 3 days, arrange a 'welcome back/catch up' discussion with the pupil and/or parents. This is an opportunity to: welcome them back; ensure the pupil is well emotionally; share and address any concerns in relation to school and home; check they are up to date with work; identify any support needed. Ensure a compassionate and supportive approach is taken. Provide additional support as needed in conjunction with the pastoral team. • Consider moving to Phase 2 if there are concerns the pupil may be at risk of future non-attendance/EBSN.
<p>Phase 2: Identification of need Phase reached if parents inform school of concerns regarding the child's emotional wellbeing or getting them to attend, or school identifies the same concerns.</p>	<ul style="list-style-type: none"> • Identify Key Adult/s to build a positive relationship with pupil and parents and elicit views using appropriate tools (usually form tutor, with the support of Head of Year/Head of Key Stage) • Identify possible reasons for attendance / emotional wellbeing concerns with parent and pupil • Analyse all information from parents, staff and pupil prior to Support and Attendance Meeting • Arrange Support and Attendance Meeting/s with parent, pupil and Key Adult/s • Agree personalised action plan with parents and pupil. Agree reasonable adjustments and specific strategies / interventions to support CYP / and parents. • Regularly review / update action plan (within 2 to 4 weeks). Adjust plan as necessary and agree next steps with review date. It is recommended that this take place at least twice before escalation to Phase 3. • Request medical evidence from parents for non-attendance/health needs as appropriate. • School may consult with / seek advice from the Education Welfare Service.

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<p>Phase 3: Continued concerns and identification of need If concerns persist</p>	<p>In addition to above;</p> <ul style="list-style-type: none"> • Consider engaging further early help • Consider engaging parents and other agencies identified in a Team Around the Family • Consult with/seek advice from EWS to discuss next steps. Good practice is for school to alert EWS if a pupil's attendance is of concern and interventions by the school have had no impact, regardless of % attendance. • Arrange a home visit to revisit and discuss factors which might be contributing to pupil's non-attendance/ EBSN • Key Adult to meet with pupil at least weekly
<p>Phase 4: Multi-agency action plan and review If concerns persist, or the child/ family present multiple needs</p>	<p>In addition to above;</p> <ul style="list-style-type: none"> • Ensure pupil's additional needs are effectively identified and met through appropriate multi-agency assessment and targeted interventions. Consider all advice and recommended interventions. • Consider further referrals/consultation with relevant services, as appropriate, to ensure effective identification and intervention of the pupil and family's needs. • It is likely that a TAF will be initiated
<p>Phase 5: Continued non-attendance due to EBSN If, despite all interventions implemented through Support and Attendance Plan and TAF, pupil is still unable to attend</p>	<p>In addition to above;</p> <ul style="list-style-type: none"> • Consider referral to Education Access Team for support under Medical Needs. Prior to a referral being submitted, it is advised to contact the service to discuss the case. A referral to the Education Access Team must be discussed with parents, initiated by school and supported by a medical Consultant who is leading the treatment plan for the CYP.

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8. Sixth form study periods

1. Sixth form pupils are expected to attend form time every day as per the guidelines for the rest of senior school, even if their first period is a free.
2. Sixth form pupils are able to leave the school during the school day. They must sign out and back in using the Signing in book in the school office.
3. We recognise that many of our pupils in the Sixth form will begin driving lessons during Year 12. Pupils are asked to arrange lessons outside of the school day as far as possible. If this is not possible, they must have permission from the Head of Sixth Form or Deputy Head of Sixth form in advance of the driving lesson. Lessons must not be taken during school lessons. This includes PSHE and Q-Elevate sessions.
4. Sixth form students are allowed to sign out at 12.40 to work from home if they do not have scheduled lessons. An S register code is used.

9. After school club

1. Lower School – All pupils who are staying in after school club should sign in at the end of the school day. Infants are accompanied to the club by a member of staff.
Year 7-10- All pupils who are staying to work in after school club must sign in by 4pm at the latest in the office. Once pupils have signed in they must go straight to the allocated spaces. Pupils must remember to sign out when they leave.
2. Any girl staying for an after-school activity must be at the specified location by the club start time unless told otherwise by the staff member running the club.
3. No girl in year 7-10 is allowed to go into the city centre between the end of school at 3.45 and the start of after school club or activity.
4. Year 11- pupils staying for after school study will be allowed to leave school for 45 minutes only. The arrangement will be that a pupil will sign out at reception leaving her mobile number (to be used in case of emergency or lateness). Pupils must then sign back in when they return to school and be in the after-school space by 4.30pm. See also Missing Child policy.

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Appendix 1 Register codes

The updated DfE guidance on attendance gives extensive and specific guidance on when each register code should be used and how attendance is monitored, ie, whether a code counts as present or absent.

https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eecd38f7/Working_together_to_improve_school_attendance_applies_from_19_August_2024_.pdf

Codes highlighted in yellow are not routinely used at The Queen’s School and a member of SLT must be consulted before these codes are used.

1. If a pupil is present in school the following codes from table 1 should be used

Code	Meaning	Criteria	Statistical Value
/	Present at school AM	Must be in school at registration	Attending (Present)
\	Present at school PM	Must be in school at registration	Attending (Present)
L	Late arrival before register is closed	The pupil was absent when the register started being taken but arrives before the register is closed.	Attending (present)

2. If a pupil is absent from school so that they can attend a place other than school for any of the following reasons the relevant code from table 2 should be used.

Code	Meaning	Criteria	Statistical Value
K	Attending education provision arranged by the LA	<ul style="list-style-type: none"> The nature of the provision must also be recorded. Code K can only be used if the child is present at the provision. 	Attending an approved educational activity (present)

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V	Attending an Educational visit or trip	<ul style="list-style-type: none"> • The pupil is attending a place, other than the school or any other school at which they are a registered pupil, for an educational visit or trip • Arranged by or on behalf of the school and supervised by a member of school staff. • The visit or trip must take place during the session for which it is recorded. • Code V can only be used if the pupil is present at the visit. 	Attending an approved educational activity (present)
P	Participating in a sporting activity P code can only be used if the pupil is present at the activity	<ul style="list-style-type: none"> • P code can only be used if the pupil is present at the activity. • The sporting activity must take place during the session for which it is recorded. • The activity is taking place off the school site 	Attending an approved educational activity (present)
W	Attending Work Experience	<ul style="list-style-type: none"> • W code can only be used if the pupil is present at the activity under arrangements by school • The place is somewhere other than the school,; • the activity is of an educational nature; • the school has approved the pupil's attendance at the place for the activity; and • the activity is supervised by a person considered by the school to have the appropriate skills, training, experience and knowledge to ensure that the activity takes place safely and fulfils the educational purpose for which the pupil's attendance has been approved. 	Attending an approved educational activity (present)

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B	Attending any other approved Educational Activity	<ul style="list-style-type: none"> • B code can only be used if the pupil is present at the activity under arrangements by school • The place is somewhere other than the school • the activity is of an educational nature; • the school has approved the pupil's attendance at the place for the activity; and • the activity is supervised by a person considered by the school to have the appropriate skills, training, experience and knowledge to ensure that the activity takes place safely and fulfils the educational purpose for which the pupil's attendance has been approved. 	Attending an approved educational activity (present)
D	Dual Registered at another school	<ul style="list-style-type: none"> • The school at which the pupil is scheduled to attend must record the pupil's attendance and absence with the relevant code. • Code D may only be used by either school for a session where the pupil is scheduled to attend the other school at which they are registered. • Schools should ensure that they have in place arrangements whereby all unexpected and unexplained absences are promptly followed up. 	Not a possible attendance (neither present nor absent)

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3. If a pupil is absent for an approved reason

Code	Meaning	Criteria	Statistical Value
C1	Leave of absence – performance or regulated employment abroad	<ul style="list-style-type: none"> • Performance licence issued by LA or • Body of Persons Approval issued by LA or • Justice of peace has given licence for pupil to go abroad for performance or regulated purpose 	Authorised absence
M	Leave of absence for medical or dental appointment	<ul style="list-style-type: none"> • Agreement in advance • Application by parent child normally lives with • Minimum time necessary • Where pupil is absent at registration 	Authorised absence
J1	Leave of absence for Interview	<ul style="list-style-type: none"> • Agreement in Advance • Application by parent child normally lives with • In session absence recorded 	Authorised absence
S	Leave of absence for Studying for public examination	<ul style="list-style-type: none"> • This code should be used sparingly for Y11 pupils during public exams. 	Authorised absence
X	Non-compulsory school age pupil not required to attend school	<ul style="list-style-type: none"> • For part time attendance • Absence for timetabled sessions to use appropriate code and not X 	Not a possible attendance (neither present nor absent)

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C2	Leave of absence – compulsory school age pupil subject to part time timetable	<ul style="list-style-type: none"> • Exceptional circumstances • if the school and a parent who the pupil normally lives with have agreed that, exceptionally, the pupil should temporarily be educated only part- time • Temporary • See Working Together to improve attendance 	Authorised absence
C	Leave of absence exceptional circumstances	<ul style="list-style-type: none"> • Exceptional circumstances • School discretion <p>NB generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.</p>	Authorised absence

4. Pupil Absent other authorised reasons

Code	Meaning	Criteria	Statistical Value
T	Parent travelling for occupational purposes.	<ul style="list-style-type: none"> • The pupil is a mobile child and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place. • To help ensure continuity of education for pupils, when their parent(s) is travelling for occupational purposes in England, it is expected that the pupil should attend a school where their 	Authorised absence

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		parent(s) is travelling and be dual registered at that school and their main school.	
R	Religious observance	<ul style="list-style-type: none"> The pupil is absent on a day that is exclusively set apart for religious observance by the religious body the parent(s) belong to (not the parents themselves) 	Authorised absence
I	Illness (not medical appointment)	<ul style="list-style-type: none"> The pupil is unable to attend due to illness (both physical and mental health related). Schools should advise parents to notify them on the first day the child is unable to attend due to illness. 	Authorised absence
E	Suspended or permanently excluded with no alternative provision made	<ul style="list-style-type: none"> The pupil is suspended from school or permanently excluded from school, but their name is still entered in the admission register, and no alternative provision has been made for the pupil to continue their education 	Authorised absence

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5. Pupil Absent – Unavoidable Cause

Code	Meaning	Criteria	Statistical Value
Q	Unable to attend school because of lack of access arrangements	There is a lack of access arrangements for a pupil whose home is in England if— (a) a local authority have a duty to make travel arrangements in relation to the pupil under section 508B(1) of the 1996 Act(13) for the purpose of facilitating the pupil's attendance at the school and have failed to discharge that duty; (b) a local authority have a duty to make travel arrangements in relation to the pupil because of section 508E(2)(c) of the 1996 Act(14) for the purpose of facilitating the pupil's attendance at the school and have failed to discharge that duty; or (c) the school is an independent school that is not a qualifying school and— (i) the school is not within walking distance of the pupil's home; (ii) no suitable arrangements have been made by a local authority for boarding accommodation for the pupil at or near the school; and (iii) no suitable arrangements have been made by a local authority for enabling the pupil to become a registered pupil at a qualifying school nearer to their home.	Not a possible attendance
Y1	Unable to attend due to transport normally provided not been available	The pupil is unable to attend because the school is not within walking distance of their home and the transport to and from the school that is normally provided for the pupil by the school is not available	Not a possible attendance
Y2	Unable to attend due to widespread travel disruption	The pupil is unable to attend the school because of widespread disruption to travel caused by a local, national, or international emergency	Not a possible attendance

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Y3	Unable to attend due to part of the school premises being closed	Part of the school premises is unavoidably out of use and the pupil is one of those that the school considers cannot practically be accommodated in those part of the premises that remain in use.	Not a possible attendance
Y4	Unable to attend due to the whole school site being unexpectedly closed	Where a school was planned to be open for a session, but the school is closed unexpectedly (e.g. due to adverse weather), the attendance register is not taken as usual because there is no school session. Instead, every pupil listed in the admission register at the time must be marked with code Y4 to record the fact that the school is closed.	Not a possible attendance
Y5	Unable to attend as pupil is in criminal justice detention	<p>The pupil is unable to attend the school because they are:</p> <ul style="list-style-type: none"> • in police detention, • remanded to youth detention, awaiting trial or sentencing, or • detained under a sentence of detention. <p>A pupil's absence should be recorded under code Y7 (Unable to attend because of any other unavoidable cause) if they are unable to attend because they are serving a community based (i.e. non-detained) part of a sentence of detention, referral order, or youth rehabilitation order that requires them to be absent during the school day</p>	Not a possible attendance
Y6	Unable to attend in accordance with public health guidance or law	<p>The pupil's travel to or attendance at the school would be:</p> <ul style="list-style-type: none"> • contrary to any guidance relating to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care (or the equivalent in Scotland, Wales and Northern Ireland), or 	Not a possible attendance

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		<ul style="list-style-type: none"> prohibited by any legislation relating to the incidence or transmission of infection or disease. 	
Y7	Unable to attend because of any other unavoidable cause	<p>This code should be used only where something in the nature of an emergency has prevented the pupil from attending the session in question. The unavoidable cause must be something that affects the pupil, not the parent. The fact that a parent has done all they can to secure the attendance of the pupil at school does not, in itself, mean the pupil has been prevented by unavoidable cause. Schools must also record the nature of the unavoidable cause.</p>	Not a possible attendance

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6. Absent for unauthorised reasons

Code	Meaning	Criteria	Statistical Value
G	Holiday not granted by school	The school has not granted a leave of absence and the pupil is absent for the purpose of a holiday. A school cannot grant a leave of absence retrospectively. If the parent did not apply in advance, leave of absence should not be granted.	Unauthorised absence
N	Reason for absence not yet established	Where absence is recorded as code N (reason not yet established) in the attendance register, the correct absence code should be entered as soon as the reason is ascertained, but no more than 5 school days after the session (regulation 10(7) to (9)). Code N must not therefore be left on the pupil's attendance record indefinitely; if a reason for absence cannot be established within 5 school days, schools must amend the pupil's record to Code O	Unauthorised absence
O	Absent in other or unknown circumstances	Where no reason for absence is established or the school is not satisfied that the reason given is one that would be recorded using one of the codes statistically classified as authorised.	Unauthorised absence
U	Arrived in school after registration closed	Where a pupil has arrived late after the register has closed but before the end of session. Schools should actively discourage late arrival, be alert to patterns of late arrival and seek an explanation from the	Unauthorised absence

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		parent. All schools are expected to set out in their attendance policy the length of time the register will be open, after which a pupil will be marked as absent	
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Examples

Medical appointments	Doctors, dentists, opticians, counselling
Exclusions	Temporary exclusions for short period
Holiday	Includes family holidays and any time taken for family events, observing religious holidays (excluding funerals)
Illness	Physical or mental illness
authorised absence	Bereavement or funeral, parents unwell so pupil unable to get to school, unavoidable family emergency
unauthorised absence	Absence unaccounted for by parent, School refusal

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Appendix 2 model for EBSN from CWAC

An EBSN framework to assist schools in early and effective identification and intervention of children and young people (CYP) who struggle to cope in / attend school is outlined below. Each phase includes protocols and suggested actions / strategies.

Note: actions / strategies are not exclusive to each phase and may be considered at different stages of intervention.

The implementation of the framework should be tailored to suit the individual context.

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Phase 1: Identify well-being / attendance concerns

Responsibility: School to monitor and gather evidence

- **Emotional health / well-being concerns** identified* and discussed with key staff member/s (eg. Classteacher, Head of Year, Safeguarding Lead, SENCO, Pastoral Support, FSW). Share and gather additional information in a coordinated way and agree next steps.
- **Attendance / punctuality monitoring** (including absence due to ill health) - at least weekly, to identify patterns in late or non-attendance. Named person has responsibility for this (ie. Attendance Lead).
- **Attendance / punctuality concerns** identified* and discussed with key staff member/s (as above) to share and gather additional information and coordinate next steps. *NB. Government guidelines indicate attendance below 95% requires early intervention.*
- Identify a '**Key Adult**' in school who has a positive relationship with the CYP, **to elicit CYP's views** using appropriate tools and respond accordingly (see Appendix C for tools / activities). *NB. CYP views may be different to parents' views.*
- Request a '**round robin**' (updates from key staff / all subject teachers) to gain a wider understanding of concerns / needs and strengths of CYP across school (eg. subject progress, friendship issues, activity during unstructured times, emotional well-being / health). This will help to build a picture of what is working well / less well.
- For CYP absent for more than 5 days, arrange a '**welcome back / catch up meeting**' with parents, CYP and CYP's identified Key Adult (eg. Classteacher / Form Tutor, Head of Year, ELSA, Pastoral Support, FSW). This is an opportunity to: welcome the CYP back; ensure CYP is well emotionally; share and address any concerns in relation to school and home; check CYP is up to date with work; identify any support needed. Ensure a compassionate and supportive approach is taken. Provide additional support for the CYP and parents as needed.
- Consider **emotional and social needs and possible barriers to learning**, including unidentified SEND. Liaise

A targeted, systematic and co-ordinated approach is essential for early and effective identification and intervention.

Actions / Strategies

- **Gain CYP's views using appropriate tools and activities (Appendix C)**
- Meet and greet with an identified staff member / Key Adult each morning (and end of day, as needed)
- Complete a One Page Profile with CYP to identify strengths, what is important and how best to support them. With CYP's permission, share with all necessary staff.
- Identify a Key Adult / Worker for the CYP who will meet with them on a regular basis (at least weekly).
- Key Adult to touch base with CYP throughout the day.
- Colour coded / traffic light termly attendance reports for parents.
- Home-school communication diary/ email contact.

**Wellbeing and attendance / punctuality concerns can be identified by any staff member, as well as the member of staff responsible (i.e Attendance Lead, Classteacher).*

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with SENCO / Pastoral Support to assess / identify need, as appropriate.

- Consider completing the **Identification Tool** (Appendix B) if you have concerns the CYP may be at risk of future non-attendance / EBSN. Identify appropriate Key Adult to complete with parents.

Phase 2: Identification of need

Responsibility: School, Parents / Carers

Phase reached if parents inform school of concerns regarding their child's emotional wellbeing or getting them to attend, or school identifies the same concerns.

- Identify **Key Adult/s to build a positive relationship** with CYP and parents, and **elicit views** using appropriate tools. **Identify possible reasons** for attendance / emotional wellbeing concerns with parent and CYP (*Key Adult may be different for CYP and parents eg. ELSA and FSW*).
- Complete **Identification Tool** (Appendix A) with parents and staff for CYP at risk of EBSN. Identify factors contributing to attendance / wellbeing concerns. *Use this information to inform an action plan (see below)*.
- **Key Adult to elicit CYP's views** prior to Support and Attendance Meeting. Respond to views accordingly.
- *If CYP not attending school, complete a home visit to build / maintain a positive relationship and complete CYP voice activities.*
- **Analyse all information** from parents, staff and CYP prior to Support and Attendance Meeting, to identify: push and pull factors contributing to non-attendance; strengths / what is working well to promote engagement and attendance; what motivates and interests the CYP; emotional/ social skills which need support / intervention?
- Arrange **Support and Attendance Meeting/s** with parent, CYP and Key Adult/s; CYP may attend for part of the meeting with preparation and support (*see Appendix D: Support and Attendance Plans*). All views to be shared - CYP's views are essential to these meetings.
- Agree **personalised action plan with parents and CYP**. Agree reasonable adjustments and specific strategies / interventions to support CYP / and parents. The plan

Actions / Strategies

- **Gain CYP's views using additional tools/ activities e.g. card sort, laddering, scale my school day...**
- Identify a 'safe base' / quiet area in school CYP can access at specific times or as needed (eg. break/ lunchtimes, specific lessons etc.).
- Time-in cards / regulation breaks.
- Peer Mentoring (linking CYP with an older peer).
- Assessment of emotional and social needs (eg. SDQ, emotional literacy & social skills) to inform targeted intervention.
- ELSA / Learning Mentor to provide targeted intervention e.g. understanding and managing emotions / worry; positive coping strategies.
- Share EBSN leaflet with parents. Discuss strategies and how parents may best support their child i.e. maintain consistent routine; no computer games / mobile phone during school hours etc.
- Later starts / earlier finishes, as appropriate.
- If CYP is not attending, consider a re-integration timetable.
- Home visits and online video communications may take place to maintain positive connection & intervention.

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should be clear, holistic and robust with SMART outcomes and shared accountability of actions. Agree monitoring arrangements (*eg. daily monitoring of...by...*) and timely review date (within 2 to 4 weeks). See Appendix E: *example outcomes, targets and strategies.*

- **Regularly review / update action plan** (within 2 to 4 weeks). Adjust plan as necessary and agree next steps with review date. It is important to agree a clear plan of expectations and engagement *ie. If CYP is still not attending, ensure minimum daily expectation within the plan.*
- **At least two plan, do and review cycles are recommended prior to phase 3** (*unless significant change in circumstances or increased risk/ safeguarding concern*).
- **Liaise with SENCO** to discuss **emotional social needs and possible barriers to learning / unidentified SEND**. Consider tools to assess social communication, sensory processing, emotional and social needs including hidden social anxieties etc.
- Complete SEND Profile as necessary.
- Request **medical evidence** from parents for non-attendance / health needs as appropriate.
- School may consult with / seek advice from the EWS.
- Consider use of Pupil Premium to support (if not SEND).
- Consider if TAF is appropriate.

Phase 3: Continued concerns and identification of need

Responsibility: School, Parent / Carer, relevant services

If concerns persist:

- *Actions as outlined above, plus:*
- **Engage in reflection and supervision** with appropriate school staff to reflect on needs and how these are being met through the support plan: What is working well / less well? Are outcomes and actions realistic and achievable in given timescales? Is plan personalised to CYP's needs? Problem-solve barriers / what might need to be done differently? Adjust as appropriate, utilising small steps approach. Plan small daily outcomes / steps which can be achieved with appropriate support. Ensure plan is holistic, personalised and robust with SMART outcomes and

Further Actions / Strategies

- **Gain CYP's views using appropriate tools /activities (Appendix C)**
- Access to catch up sessions.
- Access to school resource base / learning support centre for educational provision...

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shared accountability of actions. Agree monitoring arrangements and prompt review date (within 1 to 2 weeks). *Short review cycles help to promptly address barriers and avoid potential drift.*

- **Liaise with SENCO** and relevant services to **assess emotional social needs and barriers to learning / unidentified SEND.**
- Complete / update **SEND Profile** as necessary.
- For CYP with an EHCP, an Interim Annual Review might be considered.
- **Discuss initiating TAF with parents** - identify appropriate TAF Lead (consider who has most contact / a positive relationship with the family).
- If TAF in place, consider referral to Early Help for emotional wellbeing / parenting support for CYP and families eg. Parental Mental Health Family Advice Service; Emotional Health and Wellbeing Service.
- **Consult with / seek advice from EWS** to discuss next steps. *Good practice is for school to alert EWS if a pupil's attendance is of concern and interventions by the school have had no impact, regardless of % attendance.*
- **Arrange a home visit** to gain CYP and parent views. A joint visit with identified **Key Adult** from school is recommended. Revisit and discuss factors which might be contributing to CYP's non-attendance/ EBSN (ref. to Identification Tool, CYP views activities etc.).
- **Key Adult to meet with CYP at least weekly** - whether attending school or not - **to build /maintain a positive and trusted relationship** and complete **targeted skills-based intervention**. This may take place in school, a neutral venue (eg. library) or home visit (refer to school policies on lone working). Sessions may focus on supporting wellbeing and emotional social skills.
- Arrange **Support and Attendance Meeting/s** with parents, Key Adult/s and relevant services – meeting may be held off site if CYP is more likely attend for part of the meeting with preparation and support, as appropriate. Alternatively, Key Adult to act as an advocate to share CYP's views and contributions towards their plan. Consider referrals to / consultation with relevant services (eg. Community Paediatrics, CEPS, CAMHS, Autism Service, YPS, Young

- Implement a programme of skills based intervention with CYP - *at home or a neutral community location if not in school.*
- Reduced timetable - **only to be used as a short term plan and if all persons agree it is appropriate** (NB. This is never a long-term solution. It should be time limited with a clear plan of how provision will be increased over time).
- Agree days / time for set work to be sent home and collected for marking (at least weekly).

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Carers). This may be incorporated as part of a TAF meeting, if appropriate.

- **Regularly review and update action plan** (within 1 to 2 weeks). Adjust plan as necessary, agree next steps and review date.
- School to **ensure a clear and flexible educational provision offer** remains in place for CYP not attending school eg. *to attend Form, breaktime or an identified session with a Key Adult.*

Phase 4: Multi-agency action plan and review

Responsibility: School, Parents / Carers, relevant services (e.g. CEPS, EAT, Autism Service, CAMHS, School Health, FSW, Early Help, Young Carers, YPS etc.); all parties involved in TAF

If concerns persist, or the child/ family present multiple needs:

- *Actions as outlined above, plus:*
- **Key Adult continues to meet with CYP (at least weekly)** -whether attending school or not - **to maintain regular positive contact / connection and targeted skills-based intervention.**
- **Ensure CYP is at the heart of all decision making.** Elicit CYP's views and involve them in contributing to their plan, as much as practicably possible. Key Adult may act as an advocate for the CYP if they are unable to attend meetings so that their views are listened to and inform their plan.
- **Ensure CYP's additional needs are effectively identified and met through appropriate multi-agency assessment and targeted interventions.** Consider all advice and recommended interventions.
- **Consider further referrals / consultation** with relevant services, as appropriate, to ensure effective identification and intervention of the CYP and family's needs.
- **TAF initiated** - assessment completed by appropriate Lead Professional, with input from all services. Consider a neutral venue for TAF meetings, as required. TAF Advisor can provide advice and support regarding obtaining parental consent, as needed.
- See TAF information & documentation via LiveWell website

Further Actions / Strategies

- **Gain CYP's views using appropriate tools / activities (Appendix C)**
- Arrange for educational provision in the home/ community location with an identified Key Adult / Worker who is to maintain a positive and trusted relationship with CYP. The longer-term aim is to transfer this into the school setting.
- Lesson 6 – access to a lesson after the school day.
- Telephone consultation with CAMHS.

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[TAF information and documentation | Early Help and Prevention News \(ies-news.info\)](#)
[Team around the family \(cheshirewestandchester.gov.uk\)](#)

- **TAF review meetings at least every 6 weeks.** If TAF is not progressing as expected, consult with a TAF Advisor for further advice. In addition, you may: request a Learning Conversation or MAGS through OWW; refer to Early Help for emotional wellbeing / parenting support for CYP and families [Early help and prevention service \(cheshirewestandchester.gov.uk\)](#)
- In addition to TAF, **interim education meetings focussed on the CYP's educational provision within the plan** are recommended to ensure that educational provision is effectively planned, barriers are promptly identified and addressed and positive engagement is achieved.
- **Daily monitoring and timely reviews of the plan are essential:** identified Key Adult/s from school to monitor progress and arrange daily communication with parents as necessary, to maintain open lines of communication and support actions / strategies to be implemented as agreed. During reviews, adjust the plan as necessary, ensuring SMART outcomes are realistic and achievable.
- **Multiple review cycles** may be required. Initial progress can be slow. Setbacks are normal and temporary. Positivity and perseverance are key, with fresh starts and small steps forward.
- *If progress is not made and attendance and wellbeing concerns persist over time or worsen, despite appropriate support / intervention, consult with relevant services for further support (e.g. Early Help, Child and Educational Psychology Service, Education Access Team).*

Phase 5: Continued non-attendance due to EBSN

Responsibility: School, Parent / Carer, Local Authority and all relevant services; all parties involved in TAF

- Actions as outlined above, plus:
- If, despite all interventions implemented through Support and Attendance Plan and TAF, CYP is still unable to attend school and is in a period of non-attendance that extends

Multiagency reflection and supervision may be requested through OWW:

- [Learning Conversations – West Cheshire Children's Trust \(westcheshirechildrenstrust.co.uk\)](#)
- [Multi Agency Group Supervision – West Cheshire Children's Trust \(westcheshirechildrenstrust.co.uk\)](#)

Actions / Strategies

- **Gain CYP's views using appropriate tools / activities (Appendix C)**
- **Alternative Provision – Home Education Tutor, College or work placements (applicable to Key Stage).**

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beyond 15 school days (statutory guidelines), consider referral to **Education Access Team for support under Medical Needs**. Prior to a referral being submitted, it is advised to contact the service to discuss the case.

- **A referral to the Education Access Team must be discussed with parents, initiated by school and supported by a medical Consultant who is leading the treatment plan for the CYP.** For CYP experiencing EBSN, this may be a CAMHS Practitioner, supported by a Consultant Psychiatrist from the CAMHS Service.
- If appropriate, the Education Access Team will arrange educational provision for the CYP. This will be an intervention basis with the aim of supporting the CYP to return to school, as their health allows.
- **It is imperative that an identified Key Adult / Worker from school maintains regular positive contact with the CYP at least weekly** - to ensure the CYP sustains a positive link and connection with school. Explicit actions that communicate that the CYP is valued, accepted and thought about ('kept in mind') are essential, in addition to actions that promote their sense of belonging and inclusion within the school.
- **TAF review meetings to continue.**
- In addition, **ensure CYP's educational plan and provision continues to be closely monitored and reviewed regularly** (as specified in Phase 4, above).

- Access to an online learning package to support an alternative educational provision (e.g. Apricot Online, Nisai Learning, InterHigh).
- Identified Key Adult from school to maintain regular contact with CYP, at least weekly, and provide additional support and intervention as needed.

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Appendix 3: Unauthorised absence flow chart

