



Swanshurst School

Attendance POLICY

Implementation date:	September 2024		
Last review date:	July 2024		
Next Review date:	September 2025		
Date	Version	Reason for change	Source
10.06.24	V1	Updates	Mrs S. Fletcher (Deputy Headteacher)

At Swanshurst School we follow: Birmingham City Council's Guidelines on attendance.
https://www.birmingham.gov.uk/info/50157/education_legal_intervention_referral/690/pupil_attendance_advice_for_schools_and_professionals

Strategic Approach

Swanshurst adopts the 5 Foundations of Effective Attendance Practice framework, this is modelled on the work of Professor Katherine Weare. The emphasis is on developing a school culture and climate which builds a sense of connectedness and belonging to ensure all children can attend school and thrive. The approach ensures we prioritise building solid working relationships with children, and parents, prior to escalation. The staged approach we follow ensures we identify triggers early that can lead to poor attendance issues such as mental health issues, lack of trust, communication and relationship breakdowns and the possible lack of networking opportunities both internal (in-school) and external (external agencies) (appendix

1. Rationale

- 1.1 Regular school attendance is essential if pupils are to achieve their full potential. Swanshurst School believes that regular school attendance is the key to enabling pupils to maximise the educational opportunities available to them and become resilient, confident, and competent adults who can realise their full potential and make a positive contribution to their community.
- 1.2 Swanshurst School values all pupils and we will work with families to identify the reasons for unsatisfactory attendance and try to resolve any difficulties.
- 1.3 Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on safeguarding, antibullying, behaviour and SEN.

2. Aims

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

- 2.1 Promoting outstanding attendance and reducing absence, including persistent absence and severe absence which is vital to educational achievement.
- 2.2 Ensuring attendance is well managed within the school, with appropriate level of resources allocated.
- 2.3 Enabling the school to make informed use of attendance data to target interventions appropriately, focusing on the key demographic groups highlighted in the 2024 DFE paper.
- 2.4 Ensuring attendance and punctuality is a priority to school and lessons for all those associated with the school.
- 2.5 Ensuring every pupil has access to full-time education to which they are entitled.
- 2.6 Acting early to address patterns of absence. Unauthorised absence and persistent lateness are not acceptable; parental condoned, unjustifiable absence will be investigated and may be recorded as unauthorised absence.
- 2.7 Providing support and guidance to parents and pupils, building strong relationships to ensure pupils have the support in place to attend school.
- 2.8 Promoting and rewarding regular school attendance at whole school, class, and individual level.
- 2.9 Acting to safeguard pupils when they are absent from school.

3. Legislation and guidance

- 3.1 This policy meets the requirements of the [Working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [Summary table of responsibilities for school attendance](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:
- a. Part 6 of [The Education Act 1996](#)
 - b. Part 3 of [The Education Act 2002](#)
 - c. Part 7 of [The Education and Inspections Act 2006](#)
 - d. [The Education \(Pupil Registration\) \(England\) Regulations 2006](#) (and [2010](#), [2011](#), [2013](#), [2016](#) amendments)
 - e. [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
 - f. This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

4. ROLES AND RESPONSIBILITIES

4.1 Governors

The governing board is responsible for:

- Along with the Headteacher set a target at the beginning of the year. Our target for 2024/2025
- is 95% whole school with Persistent Absence of less than 10%.
- Are responsible for monitoring attendance figures for the whole school on at least a termly basis. Will hold the headteacher to account for the implementation of this policy.
- Take an active role in attendance improvement, support their school to prioritise attendance, and work together with leaders to set whole school cultures.
- Ensure school leaders fulfil expectations and statutory duties.
- Ensure school staff receive training on attendance
- Ensure that pupil's names are recorded on the school admissions and daily register.

4.2 Deputy Head Teacher – Mrs Sharon Fletcher

The deputy head teacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

4.3 Assistant Head Teacher – Ms Sarah Welborn

The assistant head teacher is responsible for:

- Implementation of this policy at the school which all staff, pupils and parents understand.
- Develop and maintain a whole school culture that promotes the benefits of good attendance.

- Monitoring school-level absence data and reporting it to governors
- Ensure pastoral staff receive specific training for attendance guidance and legalities to support whole school attendance approach
- Supporting staff with monitoring the attendance of individual pupils
- Ensure that the daily register of pupils attending the school is taken and delegates the monitoring and reporting on attendance to the Pastoral Year Team.

4.4 Pastoral Year Team

The pastoral year team are responsible for:

- Proactively use data to identify pupils at risk of poor attendance.
- Reports concerns about attendance to the assistant head teacher
- Works with mental health learning mentor, social worker, learning mentors and fast track to tackle persistent absence
- Arranges calls and meetings with parents to discuss attendance issues
- Advises the headteacher / deputy head teacher when to issue fixed-penalty notices
- Takes calls and messages from parents about absence and record it on the school system.
- Ensure form tutors receive attendance training needed to support pupils
- Operate the systems and structures for monitoring, rewarding, and intervening with attendance matters to improve the attendance of all pupils, and rapidly improving the attending of those targeted for intervention.
- Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- Where out of school barriers are identified, signpost and support access to any required services in the first instance.
- If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.
- Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.
- Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.
- Where there are safeguarding concerns, intensify support through statutory children's social care.
- Work with other schools in the local area, such as schools previously attended and the schools of any siblings.
- Agree a joint approach for all severely absent pupils with the local authority.
- Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.
- Consider additional support from wider services and external partners, making timely referrals.
- Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.

4.5 Form Tutor / Class Teacher

Form tutor and class teacher are responsible for:

- Responsible for recording attendance daily, using the correct codes, and submitting this information to the pastoral year team.
- Operating the relevant rewards and intervention layers of the attendance strategy.
- Ensuring pupils complete a "catch-up" form and complete missed work if 3 days or more have been missed. (appendix 5)

4.6 Parents / Carers

Parents / carers are expected to:

- Ensure your child attends every day the school is open except when a statutory reason applies.
- Notify the school through the appropriate year team office as soon as possible when your 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.
- Work with the school and local authority to help you to understand your 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.

4.7 Pupils

Pupils are expected to:

- Attend every timetabled session on time
- Sixth form pupils call the school to report their absence before 9am on the day of the absence and each subsequent day of absence

5 Recording attendance

5.1 Attendance register

We will keep an attendance register and place all pupils onto this register.

We will take our attendance register at the start of the day during tutor time and during period 3. It will mark whether every pupil is:

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

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The Year Admin has initial responsibility for processing explanations (notes), amending registers and entering these codes. This will be done as the pupil returns or daily once attendance reason is known.
- There is a staged approach for pupils of concern (**appendix 3**)
- The Year Admin is responsible for identifying and recording unauthorised attendance.

See appendix 2 for the DfE attendance codes.

5.2 In accordance with 'Working together to improve school attendance' section 36 page 17. We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

Pupils must arrive in school and be in their form room by 8.40am on each school day.

The register for the morning session will be taken at 8:40am and will be kept open until 9:05am. The register for the afternoon session will be taken at 12pm and will be kept open until 12:30pm.

6 Absence

- Parents are requested to telephone school on the 1st day of a pupil's absence and each subsequent day of absence.
- Parents will be contacted by the Year Team on the first day where this has not taken place.
- Pupils absent between 5 to 8 days will be on an attendance monitoring card reporting to their Form Tutor. Stage 1 letter will be sent at 5 days following with Stage 2 at 8 days. (Stage 1 and Stage 2). Parents will be invited for an informal meeting to discuss support and Early Help will be offered as well as a referral to the school nurse team if applicable. Form Tutor will complete 3 houses with the pupil. This will be reviewed weekly up to 4 weeks of 100% per week attendance
- Pupils absent between 10 and 16 days will be on an attendance contract as part of the Early Help support reporting to a Deputy Head of Year. All avenues of support need to be exhausted (stage 2) reporting to a deputy head of year and stage 3 letter will be sent out to parents / carers who will be invited for a formal meeting (SARM) (stage 2) This will be reviewed weekly up to 4 weeks of 100% per week attendance. Pupils not improving following a SARM will receive a formal notice for legal action. Pupils will still be on an attendance contract and will be supported by either the learning mentor for attendance or SEND team.¹
- Where a pupil improves over a 4 week period the pupil will then be monitored by the form tutor moving back to stage 1.
- Pupils absent for 19 days or more will be receiving more intense support which could include 1-1 mentoring through the Pupil Support Hub, SEND, or Pastoral Teams. Following a SARM (stage 2) parents / carers would have received formal notice for legal action where applicable and the safeguarding team would be involved. (appendix 3 attendance procedures)

7 Unplanned absence

7.1 At Swanshurst School we have an expectation that parents will telephone the school to inform us of their child/ren's absence. We may not accept a parent's / carer's reason for absence especially if they have had 2 separate individual absences for any reason. Regular unauthorised absences where a parent /carer has not provided a reason for absence mean that a parent(s) or carer(s) may be breaking the law and could be:

- issued with an education penalty charge notice by the Local Authority. The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days. A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £160 if paid within 28 days.
- Where attendance continues to decline parents / carers can be issued with an attendance order if found guilty in a magistrate's court and fined up to £2,500 (DfE guidance page 52)

7.2 If a pupil is regularly absent due to sickness (2 times in a half term and 3 in a term) a parent / carer will be invited to school to discuss their child/ren's absences, this discussion will seek for consent to the school nurse team. When consent is not

given a LGP1 will be sent to the pupil's GP. Until medical issues have been confirmed the school will class all absents as unauthorised.

7.3 Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school will complete a safe and well visit between the 3rd and 5th day of absence. If there is no answer at the property a call to 101 will be made to conduct a safe and well check through the police.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will involve the learning mentor for attendance and the safeguarding team.

8 Planned absence

8.2 All effort should be made for appointments to be scheduled outside of school time. Parents/ carers will be required to provide reassurance that they have made every attempt to do so. We understand that in exceptional circumstances this may not be possible.

8.3 Attending a medical or dental appointment will be counted as authorised if the pupil's parent/carer notifies the school in advance of the appointment. Notifying the school is either by calling the year group office or in writing. The school would need to see evidence of the appointment.

8.4 For unavoidable appointments of short duration during the day, pupils are required to attend school before the appointment and return to school afterwards. The school reserves the right to determine whether attendance either side of the appointment is possible. If it is, and the child does not attend as required, we may mark the absence as unauthorised.

8.5 Swanshurst school actively discourages parents / carers making requests to take their child/ren out of school during term time. The school is closed for 14 weeks of the year and parents / carers are expected to use this time for taking holidays and visiting family abroad.

8.6 We have a request form that a parent / carer in **exceptional circumstances** may complete and return to the Head Teacher for consideration. The H code for authorised term time leave (holiday) has been removed, therefore Headteachers can no longer authorise term time leave, unless there are exceptional circumstances covered by the C code and must request an attendance penalty notice if there are 5 or more days of unauthorised absence.

8.7 Families, who take their child/ren out of school for unauthorised leave during term time, risk receiving a Formal Warning, or Education Penalty Notice. Swanshurst School has the full support of our Governors and the Local Authority in this matter.

9 Alternative provision

9.1 Any child receiving education at an alternative provider will be closely monitored.

9.2 The provider is required to register the pupil each day and inform Swanshurst School of any absence.

9.3 Quality assurance visits will be conducted on a regular basis to all providers.

10 Religious observance / holidays

- 10.1 Parents/ carers may request an absence from school for their child/ren on the day of a religious observance, so that families can enjoy celebrations together.
- 10.2 The school is unable to sanction leave of absence for longer than is required as we follow the advice of the Local Authority.
- 10.3 Parents/ carers taking their child/ren out for more than one day will have the absence recorded as unauthorised.

11 Punctuality

- 11.3 Statutory registers are taken at the beginning of the day during tutor time and period 3 using Edulink or SIMs.
- 11.4 Pupils arriving after 8:40am are marked as late. Pupils arriving after 8:40am sign in the Hub and given a late mark up to 9:05am
- 11.5 Following the school's behaviour policy, if a pupil is late once in a week, they will be in a lunchtime detention for 20 minutes on the same day.
- 11.6 The second time in a week or not completed the 20 minutes lunchtime detention it is 1 hour after school. Where a pupil has not turned up for their 1-hour detention they may receive a leadership detention on the Friday of 90 minutes or a day in isolation.
- 11.7 Parents/carers will be informed that their child/ren has 20-minute lunchtime detention or 1-hour detention after school via Edulink.

Please note registration will close 9:05am and 12:30pm after this time students will receive a U Code if there is no reason given. This will affect their attendance and can be used for grounds for prosecution. Pupils will be automatically kept back at the end of the day for 1 hour.

12.Safeguarding Children

- 12.1 Our school must be able to demonstrate that it knows the whereabouts of each pupil and the reason for their absence.
- 12.2 It is very important for the Local Authority to be able to track pupils if they are attending school and in some cases for schools to make a referral to Social Care.
- 12.3 If a parent carer is moving house and the new address is not within a reasonable distance of the school (7km), or if parents/ carers choose to move their child's school following a change in address, we need to be informed that a school place will no longer be required, with the date the pupil will be leaving. We will also need the name of the new school that the pupil will be attending or, if moving abroad, we require evidence of flight tickets/new school name and address and the new family address. If this information is not known at the time the pupil leaves school, a forwarding address and telephone number MUST be left so that we can contact you.
- 12.4 Pupils who leave the school and their whereabouts are unknown will have their details forwarded to the Birmingham Leave Without Trace Team after we have made every responsible effort to find out where the pupil gone.

13.Reporting to parents

- 13.1 Pupils' missed days attendance will be stated on all academic reports.
- 13.2 Pupils attendance will be available through Edulink
- 13.3 Pupils will receive 100% attendance certificates
- 13.4 Pupils will receive regular communications if being monitored as per our staged protocols.

14.Reducing persistent and severe absence

See appendix 3 Attendance Protocols

- 14.1 Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance
- Hold a team around the child meeting to ensure all avenues of support have been exhausted.
- Set up focus groups for monitoring with additional appropriate incentives.

14.2 Frequent absence and lateness can add up to a considerable amount of lost learning and can seriously disadvantage a pupil.

Attendance during one school year	equals this number of days absent	which means this number of lessons missed
95%	8 days	32 lessons
90%	19 days	76 lessons
85%	29 days	116 lessons
80%	38 days	152 lessons

14.3 We have adopted the FASTRACK ON ATTENDANCE programme to rigorously promote excellent attendance and punctuality and support families who may be struggling. Parents carers are informed of our commitment to excellent attendance and punctuality via a termly letter and weekly updates on the website. The Spotlight campaign continues throughout our academic year.

15 Monitoring attendance

The school will:

- Monitor attendance and absence data, weekly, half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

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

15.1 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

15.2 Using data to improve attendance

The school will:

- Provide regular attendance reports to form tutors and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

16 Strategies for promoting attendance

- Push notifications are sent to pupils for 100% attendance in previous week
- Praise postcards are sent to pupils who have improved their attendance
- Certificates are given for full attendance in years 7-11 each term.
- Awards given by Head of Year each term for best Form
- Weekly year and tutor group figures are shared in assembly and on displays around school
- Pupils' attendance figures are clearly reported on in all report to parents / carers.
- End of year reward for all pupils' whose attendance is above 95%
- In our responsive approach to a whole school culture further incentives and specific awards/ rewards for pupils will be added as required

Relevant government guidance:

- Children missing in education
- Parental responsibility measures for attendance and behaviour
- Children missing education
- Keeping children safe in education
- Working together to safeguard children
- Elective home education
- Alternative provision: statutory guidance for local authorities
- Exclusion from maintained schools, academies and pupil referral units in England
- Supporting pupils at school with medical conditions
- Ensuring a good education for children who cannot attend school because of health needs
- Promoting and supporting mental health and wellbeing in schools and colleges
- Approaches to preventing and tackling bullying

Links to Swanshurst school policies:

- Safeguarding policy
- Behaviour policy

Appendix 1: 5 Foundations of Effective Attendance Practice

The main aim of the framework is to ensure the school promotes a culture of good attendance and celebrates success. Ultimately, the framework will ensure there is a culture of feeling safe and school being a place where children want to be.

Positive health and emotional well-being are key factors in improving social development, school attendance and educational achievement. The 5 Foundations of Effective Attendance Practice model promotes, and supports, a whole school approach to mental health and emotional well-being; ensuring SEMH support remains a key driver in improving attendance for all children.

Each Foundation is supported by 5 Key Performance Indicators, these are used to ensure the school can embed the Foundations framework and understand the strategic direction regarding attendance improvement. Each year the school will use the 5 Foundations self-assessment tool to understand what works well and identify what we need to do even better. We then follow the 5 Foundations school improvement process to implement the attendance plan and ultimately improve the lives of children and families we work with.



Foundation 1 Whole School Thinking Culture & Climate

The school has a fully embedded ethos in which excellent school attendance is expected, developed and nurtured. An escalated approach ensures the school has a deeply embedded and consistent whole school approach to improving attendance.



Foundation 2 Supportive Policies, Systems and Processes

The approach to improving attendance is built on solid policies, systems and processes; this ensures sustainable and continuous improvement drives practice. Succession planning is built around an effective systems leadership model - rather than that of an individual Attendance Leader. The Attendance Policy drives school practice, it is deeply embedded in daily practise and ensures the school sets, and maintains, high expectations to improve the culture of attendance.



The school prioritises developing a fully engaged team of attendance experts, with a shared vision and core purpose. Through this development the Attendance Leader will raise the status of attendance and ensure improved attendance is both sustained and continuous. CPD will support staff at all levels to fully understand their role in supporting attendance. The development of external partnerships will support attendance improvements through a multi-disciplinary approach for identified children and families.



Data information and analysis direct resources proactively towards key demographic groups and identified individuals. The expert use of data analysis informs decision making at all levels. A rigorous and effective attendance cycle ensures the Attendance Leader not only captures key information but also further understands the 'deeper roots' that creates barriers regarding attendance to school.



Connecting and belonging drives the school approach to supporting attendance - this is deeply embedded in an evidence-based approach. The school has effective routines in place that are followed by staff. Staff at all levels within the school understand the 'deeper roots' regarding poor attendance and this is supported through a systematic approach. The school has developed, and embedded, an effective rewards system to further drive attendance improvements and celebrate success.

DFE Summary of Expectations	 Foundation 1 Whole School Thinking Culture & Climate	 Foundation 2 Supportive Policies, Systems and Processes	 Foundation 3 Professional Learning Staff Development	 Foundation 4 Implement Targeted Programmes And Intervention	 Foundation 5 Connect Appropriately With Approaches To Behaviour Management
Develop a whole-school culture that promotes the benefits of high attendance.	✓	✓	✓	✓	✓
Have a school attendance policy		✓			
Have day-to-day processes to follow up absence	✓	✓	✓		
Monitor and analyse data to identify those that need support		✓	✓	✓	
Engage with families, understand barriers to attendance and work together to remove them	✓			✓	✓
Provide additional support for pupils with medical conditions or SEND			✓	✓	✓
Share information and work collaboratively with others	✓	✓	✓	✓	
A new focus on persistent and severe absence		✓	✓	✓	✓
Find out what the DFE expects from other stakeholders		✓	✓	✓	

Appendix 2: Attendance codes

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

Code	Definition	Scenario
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Attendance Codes

/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed

Attending a place other than the school

K	Attending education provision arranged by the local authority	Pupil 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	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered

Code	Definition	Scenario
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Absent – leave of absence

C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination

X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances

Absent – other authorised reasons

T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made

Code	Definition	Scenario
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Absent – unable to attend school because of unavoidable cause

Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil 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	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil 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 pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention

Y6	Public health guidance or law	Pupil'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

Code	Definition	Scenario
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Absent – unauthorised absence

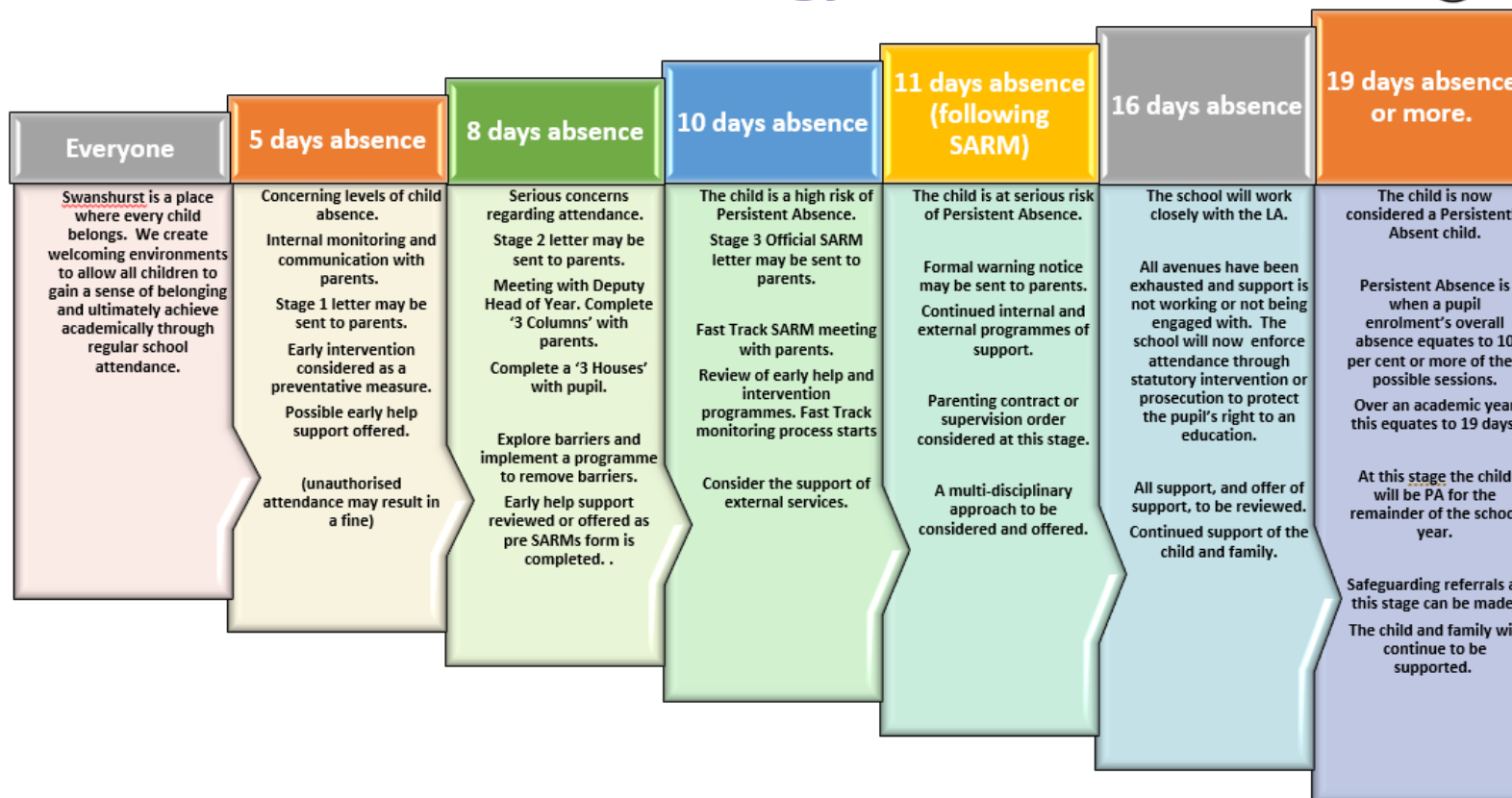
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using 1 of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session

Administrative codes

Z	Prospective pupil not on admission register	Pupil 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

Appendix 3 – Attendance Protocols 2024-2025

Swanshurst Attendance Strategy



EXPECT

A culture where all children can, and want to, be in school.

MONITOR

Use attendance data to identify patterns of poor attendance.

LISTEN & UNDERSTAND

Understand barriers to attendance, work together to remove them.

FACILITATE SUPPORT

Access support to overcome barriers outside of school.

FORMALISE SUPPORT

This may include formalising support through a parenting contract or education supervision order.

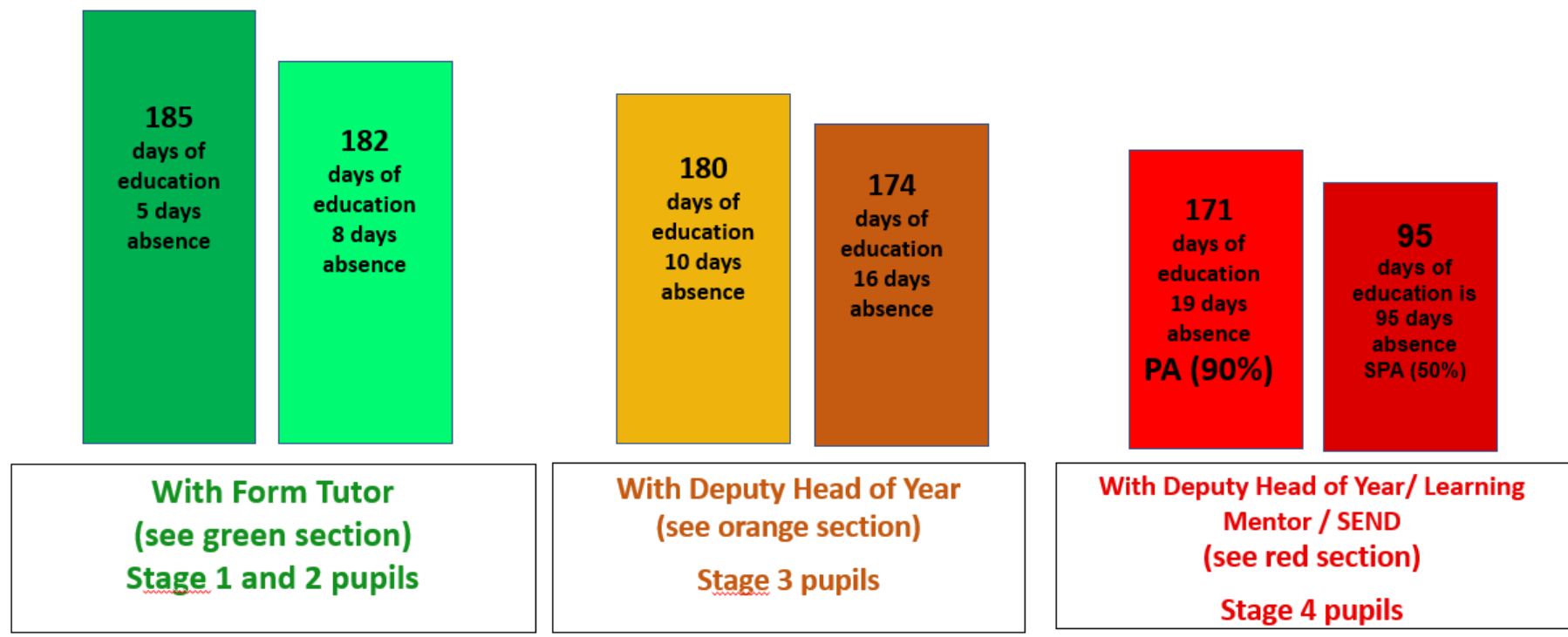
ENFORCE

Statutory intervention or prosecution to protect the pupil's right to an education - when there is no other option.

Good Attendance Means Achieving Over 95%

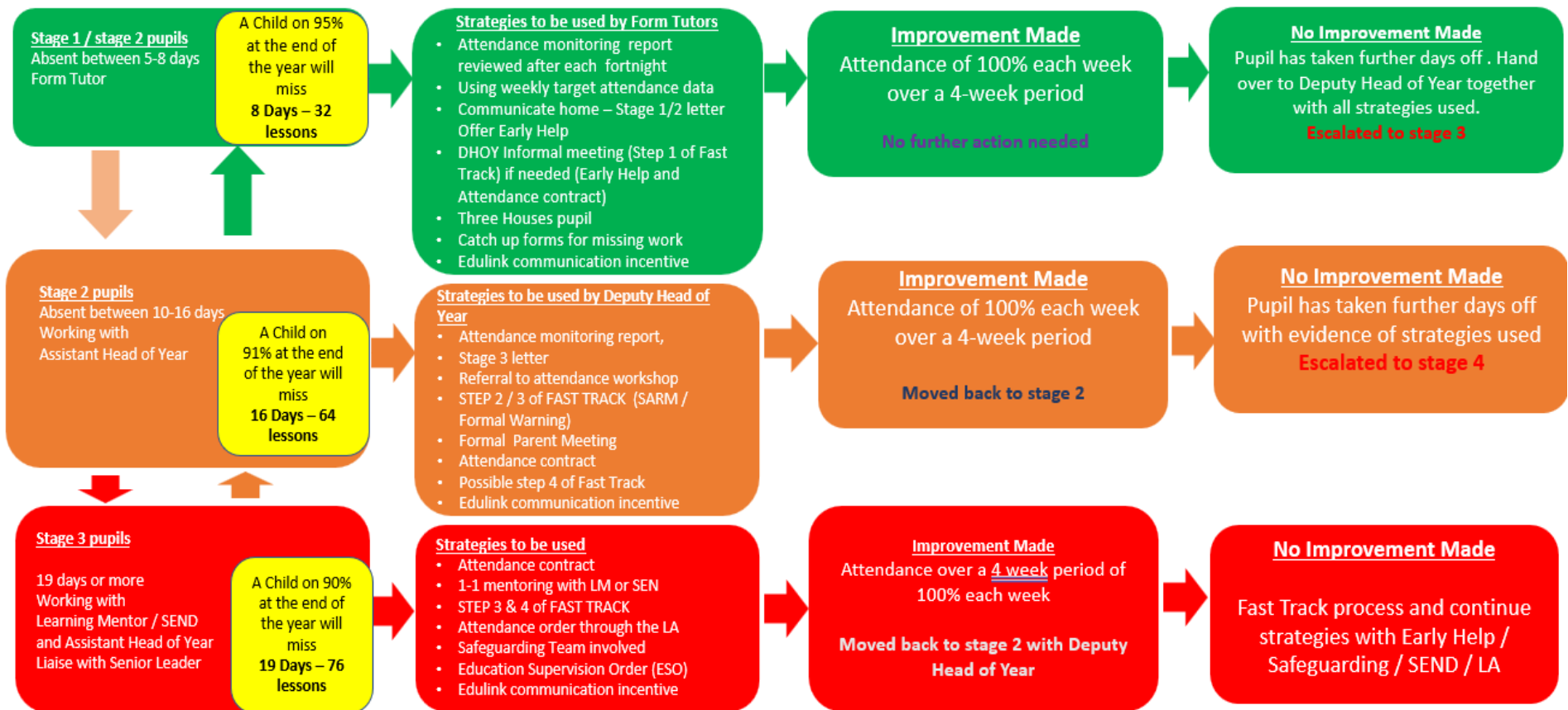


There are 365 days in a year, 190 school days and 175 non school days to go shopping, book holidays, visit friends and family and make non-emergency appointments



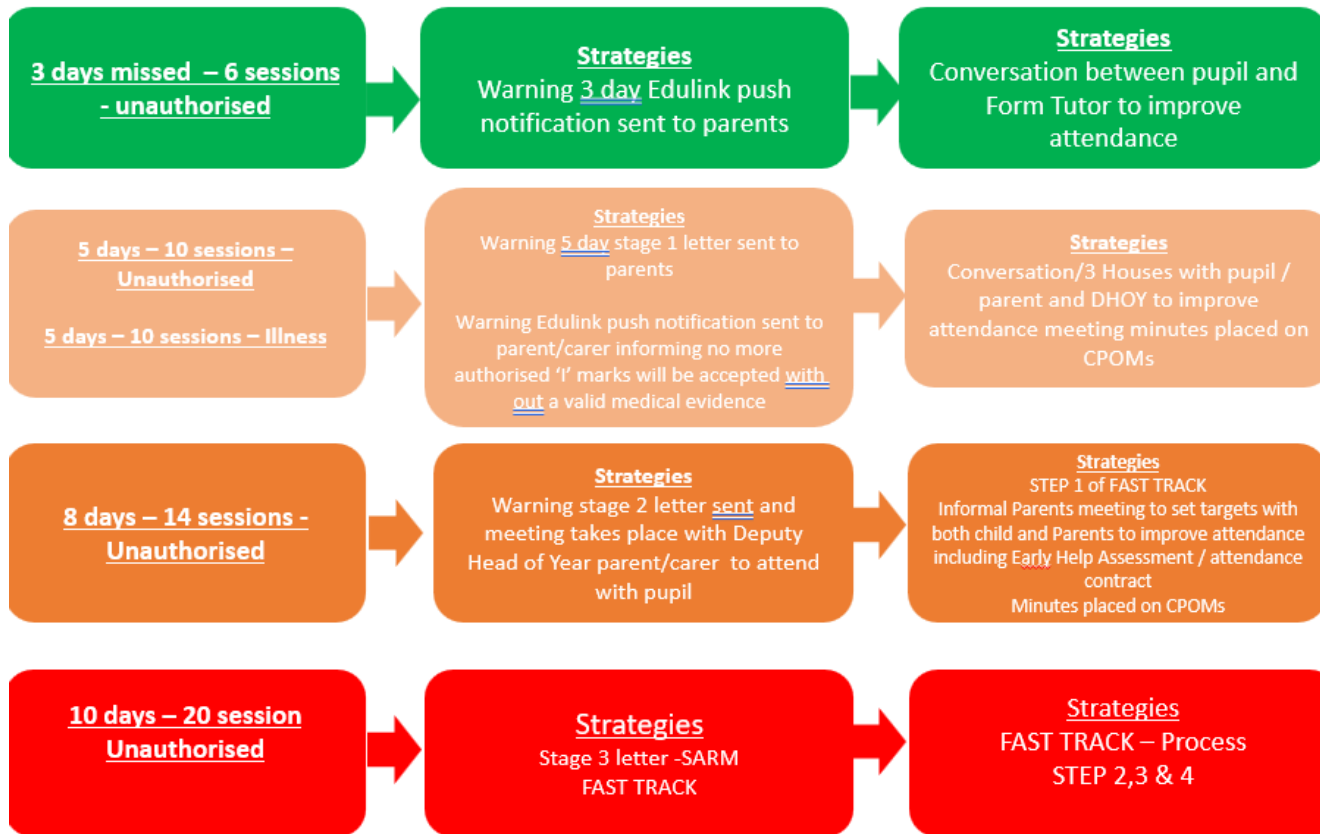
Attendance protocols 2024 - 2025

Unauthorised absence – Each individual student is reviewed on a case by case basis – Students will be coded as unauthorised if there are 2 separate illnesses in a half term or 3 in a term until guidance has been received through the school nurse team or GP.



Attendance protocols 2024 – 2025

Unauthorised absence – The first 2 illnesses may be authorised and then absence will be marked unauthorised until guidance is received from the school nurse team or GP.
Each individual student is reviewed on a case by case basis (e.g. Medical or G code)



Daily Protocols

Admin to email absent pupil information to the Pastoral Team

Debrief each day to identify in teams who will make the evening calls or texts for return to school as well as check thresholds

If no contact is made through absence call then the Child Missing in Education protocols will commence through home visits and logged on CPOMs

Catch up form issued by Form tutors after each period of absence and checked for completion.

Weekly Protocols

Admin to send out weekly push notifications to all pupils who are on 100% attendance on a Friday.

Staged letters to be sent out.
DHOY to arrange meetings

Half Termly and Termly

Admin to send out half termly push notifications to all pupils who are on 95% for that half term (reset each term)

End of term celebration for pupils who are 95% or above – film and popcorn

End of term breakfast for highest attending form in each year (each pupil needing to be above 95% in that form to take part)

End of year rewards trip for pupils who are 95% or above

Deputy Heads of Year to use allocated budget to support targeted pupils for them to achieve their target.

CATCH UP FORM – 3+ DAYS ABSENCE

There's no time like the present, and no substitute for being present.

Subjects missed	What do I need to do?	Completed? Signed by my subject teacher

I have completed all the work I missed.

Signed pupil Date

Signed form tutor Date

Signed and returned to Year team