Attendance & Punctuality Policy

Updated: September 2024

Approved by: Executive Leader for Teaching & Learning

Review Date: September 2027 (or sooner if required)

Contents

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1. Aims

An effective whole school culture of high attendance is underpinned by clear expectations, procedures, responsibilities and support.

Regular attendance at school is essential to ensure uninterrupted progress and to enable pupils to reach their full potential. The school seeking to work actively with parents to ensure a regular pattern is maintained. We do all we can to encourage the children to attend, and to put in place the appropriate procedures to support this. We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school and learning. The foundation of securing good attendance is that school is a calm, orderly, safe and supportive environment where all pupils want to be and are keen and ready to learn. We will work with parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance (applies from 19 August 2024),](#) through our whole-school culture and ethos that values good attendance, including:

> Setting high expectations for the attendance and punctuality of all pupils

> Promoting good attendance and the benefits of good attendance

> Reducing absence, including persistent and severe absence

> Ensuring every pupil has access to the full-time education to which they are entitled

> Acting early to address patterns of absence

> Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

> Part 6 of the Education Act 1996

> Part 3 of the Education Act 2002

> Part 7 of the Education and Inspections Act 2006

> The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)

> The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

> School census guidance

> Keeping Children Safe in Education

> Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

3.1 The Trust board/ Local Governing Body
The Trust board/Local Governing Body is responsible for:

> Setting high expectations of all school leaders, staff, pupils and parents

> Making sure school leaders fulfil expectations and statutory duties, including:

  o Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority

  o Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate

> Recognising and promoting the importance of school attendance across the school's policies and ethos

> Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources

> Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs

> Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most

> Working with school leaders to set goals or areas of focus for attendance and providing support and challenge

> Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs

> Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance

> Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:

  o The importance of good attendance

  o That absence is almost always a symptom of wider issues

  o The school's legal requirements for keeping registers

  o The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate

  > Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data

> Ensure Elston Hall Learning Trust shares effective practice on attendance management and improvement across schools

> Holding the headteacher to account for the implementation of this policy

3.2 The headteacher
The headteacher is responsible for:
> The 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, and/or authorising the senior attendance champion to be able to do so

> Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed if applicable, and where pupils with SEND face in-school barriers

> Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs

> Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

3.3 The designated senior leader responsible for attendance (senior attendance champion)

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 absence data analysis

> Regularly monitoring and evaluating progress in attendance

> Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff

> Liaising with pupils, parents/carers and external agencies, where needed

> Building close and productive relationships with parents to discuss and tackle attendance issues

> Creating intervention or reintegration plans in partnership with pupils and their parents/carers

> Delivering targeted intervention and support to pupils and families

See appendix 2 for Elston Hall Learning Trust's school's senior attendance champions.

3.4 The attendance officer/Education Welfare Officer

The school attendance officer/ Education Welfare Officer is responsible for:

> Monitoring and analysing attendance data (see section 7)

> Benchmarking attendance data to identify areas of focus for improvement

> Providing regular attendance reports to school staff and reporting concerns about attendance to the senior attendance champion, and the headteacher

> Working with others responsible to tackle persistent absence

> Advising the headteacher/senior attendance champion when to issue fixed-penalty notices

See appendix 2 for Elston Hall Learning Trust's school's attendance officers/education welfare officers.

3.5 Class teacher
Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1) if known, and submitting this information to the school office during the registration period on that particular day. If class teacher's are unaware of the reason for a child's absence, the reason for absence will be added by school administration/office staff.

3.6 School administration/office staff
School administration/office staff will:
> Take calls from parents/carers about absence on a day-to-day basis and record it on the school system

> Transfer calls from parents/carers to the senior attendance champion/ attendance officer where appropriate, in order to provide them with more detailed support on attendance

> Contact parents where pupils are absent in order to ascertain the reason. This will be coded using the codes in Appendix 2. Any safeguarding concerns will be referred in a timely fashion to the Designated Safeguarding Leader.

3.7 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. lives with and looks after them)

Parents are expected to:
> Make sure their child attends every day/ timetabled session on time

> Call the school to report their child's absence before 9am on the day of the absence and each subsequent day of absence if applicable), and advise when they are expected to return

> Provide the school with more than 1 emergency contact number for their child

> Ensure that, where possible, appointments for their child are made outside of the school day

> Keep to any attendance contracts/ notices to improve that they make with the school and/or local authority

> Seek support, where necessary, for maintaining good attendance, by contacting the school's senior attendance champion and/or attendance officer.

3.8 Pupils

Pupils are expected to:

> Attend school every day, on time (unless an authorised reason prevents them from doing so)

4. Recording attendance

4.1 Attendance register
We keep an electronic attendance register, and place all pupils onto this register.
We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, 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 date on which the amendment was made

> The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:
> Whether the absence is authorised or not

> The nature of the activity, where a pupil is attending an approved educational activity

> The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

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

See appendix 2 for the school day for Elston Hall Learning Trust's schools.

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9am, or as soon as practically possible, by contacting the school.

See appendix 2 for school numbers.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, the pupil has already had a period of absence, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment.

Evidence of the appointment should be shown to office staff or emailed to school.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:

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

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

Punctuality will be regularly monitored by the attendance officer and senior attendance champion and you will be informed and/or invited into school to discuss any patterns/ regular occurrences of lateness should they happen.

4.5 Following up unexplained absence

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

> Call the pupil's parent 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 may undertake a home visit and/or contact social care and/or police

> Identify whether the absence is authorised 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(s) for which the pupil was absent

> Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving the education welfare officer

> Where appropriate, offer support to the pupil and/or their parents to improve attendance

> Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

> Where support is not appropriate, not successful, or not engaged with, a parenting contract, penalty notice or other legal intervention may be issued (see section 5.2)

4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels, whether this is positive or of concern.

Parents can also view their child's attendance at any time by logging into their Arbor account.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence
The headteacher will allow pupils 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 pupil during term time if the request meets the specific circumstances set out in the 2024 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 pupil is authorised to be absent for.
We define 'exceptional circumstances' as
• Leave of Absence applied for by service families
• Serious or terminal illness of a parent, sibling or other close relative
• Significant family trauma has occurred and it is believed that a break is in the child's best interests
• The leave would be of unique and significant emotional, educational or spiritual value to the child
• The benefit of the leave would outweigh the loss of teaching time

- The applied absence is for reasons that are deemed unavoidable

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

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

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, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. This may involve a meeting with the Senior Attendance Champion. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

> Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)

> Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart. Usually only 1 day would be authorised.

> Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

> If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil 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 pupil is also registered (dual registration)

> Attending provision arranged by the local authority

> Attending work experience

> If there is any other unavoidable cause for the pupil 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

5.2 Sanctions

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.

Penalty notices

The headteacher, senior attendance champion, local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

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 pupil

> 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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil'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 pupil, 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.

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 the local authority area in which the pupil attends school.

They will include:

> Details of the pupil'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

6. Strategies for promoting attendance

We work hard to ensure our school's attendance improves and are keen to reward our pupils for their excellent and/or improved attendance.

- Attendance certificates and prizes are awarded termly
- Class teachers are encouraged to praise individuals and class attendance regularly
- Attendance staff will regularly report attendance to other school staff to raise awareness and encourage good attendance.
- Parents are also kept informed through fortnightly newsletters and a termly attendance newsletter
- Other rewards, such as stickers or an attendance trophy, may be given at school's discretion.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance, or pupils absent due to mental or physical ill health or SEND

School will work with families absent due to complex barriers or pupils absent due to mental or physical health or SEND in a supportive manner, following the same procedures as set out in Section 8. Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the

school will inform the local authority.

7.2 Pupils returning to school after a lengthy or unavoidable period of absence

We will work with pupils who are returning after a lengthy or unavoidable period of absence in a supportive manner to ensure their return is a success. The approach may vary dependent on the circumstance but may include a modified timetable which increases over a short time and could include amended sessions within school, such as amendments to participation in certain lessons for a short time (eg PE). A risk assessment will be undertaken if necessary.

8. Attendance monitoring

8.1 Monitoring attendance
- All children's attendance figures are monitored weekly and children whose attendance has decreased during the week are highlighted
- The Attendance Officer/EWO and Senior Attendance Champion meet weekly to analyse attendance patterns, individual and whole school attendance in line with the Tier 1,2,3 system in Table A below.
- Children causing concern will be discussed along with actions taken and progress towards targets.
- All parents receive a letter if the number of days/periods of absence falls within the amber or red categories in Table A.
- If attendance continues to decrease with unauthorised absence, pupils are identified as causing further concern and are offered further support. This may include being offered an Early Support Plan, Parenting Contract or support from relevant external agencies, for example Reflexions or school nurse.
- The pupil's attendance/punctuality will be monitored until it is no longer a concern
- Following school intervention, if a child's absence remains a cause of concern and a child has a significant number of unauthorised absences then a legal referral to the Local Authority by the Attendance Officer/ Education Welfare Officer may be made.
- If parents/carers fail to attend meetings arranged by the Local Authority to discuss attendance issues and attendance/punctuality does not improve within a specific time, a Penalty Notice could be served.
- If all avenues of support have been facilitated by schools, the local authority and relevant services and the appropriate educational support or placements have been provided but severe absence for unauthorised reasons continues, it is likely to constitute neglect.
- Children who are regularly late are also identified as causing concern and parents will receive letters/be invited into school if lateness is causing concern

Table A:

Tier 1	**Strategies for all:**
	The role of teachers and the whole school community:

(The offer to everyone)	– ensure pupils feel welcomed into school through a positive meet and greet - ensure learning builds engagement - ensure positive relationships are built within school - ensure a culture of vigilance is built across school to question any absenteeism. - embrace continuous professional development linked to attendance <u>The role of parents:</u> -Ensure children attend regularly and on time -Contact us to explain any reasons for absenteeism <u>The role of pupils:</u> -Engage in school and their learning
Tier 2 The offer to children who are at risk of becoming persistent absentees – those identified as amber or red in the table below	Tier 1 strategies and additionally: <u>The role of teachers and the whole school community:</u> – report absence to attendance officer/ Senior Attendance Champion as soon as known -support the child upon their return to school <u>The role of the attendance officer/senior attendance champion</u> • Offer additional support to families through letters, meetings, home visits, a Parenting Contract, an Early Support Plan/Early Help Assessment, in-school emotional and behavioural support if appropriate and referrals to external agencies who support with low/moderate needs where appropriate, for example Reflexions, Strengthening Families, Early Intervention Police Officer, EBSNA pathway. Other strategies could include coffee mornings, invitation to sports cubs, before and after school club. <u>The role of parents:</u> -Engage in any additional support offered -Provide evidence to support any absences. <u>The role of pupils:</u> -Engage in school and their learning
Tier 3 Pupils who are persistent absentees (under 90%/ missed 19 days +)	Tier 1 and 2 strategies and additionally: <u>The role of the attendance officer/senior attendance champion</u> • Involve local authority/ external agencies who can support with more significant needs, for example the Educational Psychologist, Base 25, CAHMS, social care, local authority. <u>The role of parents:</u> -Engage in any additional support offered -Provide evidence to support any absences. <u>The role of pupils:</u> -Engage in school and their learning

Table A: Days absent within an academic year:

1	Low risk of becoming a persistent absentee	10	Moderate risk of becoming a persistent absentee	19+ days	locked into being a persistent absentee
2		11			
3		12			
4		13			
5		14			
6		15	High risk of becoming a		
7		16			

8		17	persistent		
9		18	absentee		

Periods of absence within an academic year:

1	Low risk of becoming a persistent absentee	3	Moderate risk of becoming a persistent absentee	5	High risk of becoming a persistent absentee
2		4		6	

8.2 Analysing attendance

The school will:

> Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and

> Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence

> Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends

>> Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

>> Specific pupil information will be shared with the DfE on request. The school has granted the DfE access to its management information system so the data can be accessed regularly and securely. 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 benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

8.3 Using data to improve attendance

The school will:

> Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis

> Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)

> Provide regular attendance reports to class teacher to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding lead and pupil premium lead)

> Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

> Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

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. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

> Use attendance data to find patterns and trends of persistent and severe absence

> Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education

> Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:

  o Discuss attendance and engagement at school

  o Listen, and understand barriers to attendance

  o Explain the help that is available

  o Explain the potential consequences of, and sanctions for, persistent and severe absence

  o Review any existing actions or interventions

> Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant

> Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence

> Implement sanctions, where necessary (see section 5.2, above)

8.5 Safeguarding Links

Schools follow the DfE and Local Authority guidelines in relation to the following areas.

Children at Risk of Missing Education

School ensures that our policies and procedures are compliant with 'Keeping Children Safe in Education'. When a child is missing from school, this can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

This policy should be read in conjunction with the school's Child Protection and Safeguarding Policy and KCSiE which have specific references to Children Missing Education and Children Absent from Education.

Lost Children's Database

If a child has not been present at school for four weeks and no contact has been made with school, following lengthy enquiries by the Education Welfare officer, the child will be off registered from school and will become part of the Lost Children's database.

Elective Home Education

Section 7 of the Education Act 1996 gives parents the right to educate their children 'otherwise' than school.

On receipt of a request to home educate, school will arrange a meeting with parents to discuss the situation. On receipt of written notification to home educate, school will inform the pupil's local authority that the pupil is to be deleted from the admission register. Schools will not seek to persuade parents to educate their children at home as a way of avoiding excluding the pupil or because the pupil has a poor attendance record. Schools and local authorities should not seek to prevent parents from educating their children outside the school system. There is no requirement for parents to obtain the school or local authority's agreement to educate their child at home. Parents have a duty to ensure their child of compulsory school age receives suitable full-time education but this does not have to be at a school.

Modified timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution and a part-time timetable should not be used to manage a pupil's behaviour. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. In agreeing to a part-time timetable a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence. There will be formal arrangements in place for regularly reviewing the timetable with the pupil and their parents.

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum of 3 years by the Chief Executive Officer. At every review, the policy will be approved by the Trustees.

10. Links with other policies

This policy links to the following policies:

› Child protection and safeguarding policy

› Behaviour policy

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

Code	Definition	Scenario
/	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
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
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: • 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
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 one 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