Attendance Policy Information for Parents/Carers			
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Authorised by:	Mrs K Etheridge		
Ratified by:	Full Governing Board		

1 Aims

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 students
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every student 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 students 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 (Student 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 student's attendance: guidance for schools

3 Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, students 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 students, 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 students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students 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 students 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 students, 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
- 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 students
- 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 students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents through all available channels

3.3 The designated senior leader responsible for attendance

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

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Benchmarking attendance data to identify areas of focus for improvement
- 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 students, 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 students and their parents/carers
- Delivering targeted intervention and support to students and families
- The designated senior leader responsible for attendance is Steve Llewelyn (Assistant Headteacher) and can be contacted via email: llewelyns@poolegrammar.com.

3.4 The attendance officer

The school attendance officer is responsible for:

- Ensuring accurate attendance data entry into SIMS in a timely manner
- Chasing up unreported absences
- Where necessary, working with BCP attendance support workers to tackle persistent absence
- Advising the headteacher/senior attendance champion (authorised by the headteacher) when to issue fixed-penalty notices and preparing FPN paperwork
- Responding on behalf of the school attendance champion to requests for absence

The attendance officer is Emma Williams and can be contacted via 01202 692132 or via pgsabsence@poolegrammar.com.

3.5 The pastoral support officer

The pastoral support officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Providing regular attendance reports to school staff (especially pastoral staff) and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with BCP attendance support workers to tackle persistent absence

3.6 Form tutors/class teachers

Form tutors are responsible for recording attendance for the morning session on a daily basis, entering a present mark (/), a late mark (L) or a reason for absence not yet provided mark (N) (see Appendix 1), and saving this information to SIMS by 8:35.

Class teachers are responsible for recording attendance for each lesson they are responsible for (teaching or cover), entering a present mark (/), a late mark (L) or a reason for absence not yet provided mark (N) (see Appendix 1), and saving this information to SIMS within 10 minutes of the start of the lesson.

3.7 School office staff

School office staff will:

- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Monitor the pgsabsence@poolegrammar.com email account about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to the head of year where appropriate, in order to provide them with more detailed support on attendance

3.8 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 on time
- Call the school to report their child's absence before 09:00 on the day of the absence (and each subsequent day of absence), 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 that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting their child's head of year.

3.9 Students

Students are expected to:

- Attend school every day, on time and attend every timetabled session
- Sign in and out at the office if they arrive late to school or they need to leave the school prior to the official end time

4 Recording attendance

4.1 Attendance register

We will keep an electronic attendance register, and place all students onto this register.

We will take our attendance register at the start of the first session of each school day (at 8:30 during registration) and once during the second session (during period 4 lessons). We will mark, using the appropriate national attendance and absence codes from the School Attendance (Student Registration) (England) Regulations 2024, whether every student 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 student is attending an approved educational activity
- The nature of circumstances, where a student 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.

The school day starts at 08:30 and ends at 15:30.

Students must arrive in school by 08:30 on each school day.

The register for the first session will be taken at 08:30 and will be kept open until 08:55. The register for the second session will be taken at 12:20 and will be kept open until 12:45.

4.2 Unplanned absence

The student's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 09:00, or as soon as practically possible, by calling the school (01202 692132) and leaving a message on the absence line or via the form available on the school website ([Report an Absence | Poole Grammar School](#)).

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, or there are doubts about the authenticity of the illness, the school reserves the right to 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 and parents will be notified of this.

4.3 Planned absence

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

This can be done by completing the online form available here: [Report an Absence | Poole Grammar School](#)

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

The student'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 and the process for applying for these.

4.4 Lateness and punctuality

A student who arrives late:

- To registration after 08:30 but before the tutor has saved the register will be marked as late by the tutor, using the appropriate code
- To registration after the register has been completed but prior to the registers are closed (08:55) will be sent to the office to sign in, and will be marked as late using the appropriate code
- After the register has closed (08:55) will be marked as absent, using the appropriate code

Where students are culpably late on repeat occasions, sanctions will be put in place to ensure that they recognise the importance of arriving in a timely manner.

4.5 Following up unexplained absence

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

- Call the student's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school may contact 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(s) for which the student was absent
- Carry out a home visit if appropriate
- 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 an education welfare officer or the local multi-agency safeguarding hub
- Where relevant, report the unexplained absence to the student's youth offending team officer or social worker
- Where appropriate, offer support to the student and/or their parents to improve attendance

- Identify whether the student 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, issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate and in line with the BCP code of conduct as the local authority area in which the student attends school.

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 via termly reports. We also enable access to systems such as SIMS Parent which offers access to live attendance data.

5 Authorised and unauthorised absence

5.1 Approval for term-time absence

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

The headteacher will only grant a **leave of absence** to a student during term time if the request meets the specific circumstances set out in the 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. The length of time the student is authorised to be absent for is also granted at the headteacher's discretion.

The fundamental principles for defining 'exceptional circumstances' are that they are 'rare, significant, unavoidable and short'. The following principles should be used to guide any request:

1. If an event can be reasonably scheduled outside of term time then it would not be normal to authorise absence for such an event, for example:
   a. holidays or other travel, including as a result of parental work commitments, are therefore not considered 'exceptional circumstances';
   b. leave which is taken because of the availability of cheaper fares or other costs are not regarded as exceptional circumstances;
   c. claims of illness as a reason for a delayed return, particularly after normal school holidays will not be considered unless accompanied by travel tickets dated before the school opens or other agreed dates. Medical documentation from abroad will not normally be accepted unless accompanied by travel documents indicating travel dates prior to school reopening.
2. Absences to visit seriously-ill relatives or for a bereavement of a close family member are usually considered to amount to 'exceptional circumstances', but for the funeral service and travelling time only, not for extended leave. Absence will only be authorised if the head teacher is satisfied that the circumstances are truly exceptional.
3. Absences to attend parents' own wedding may be exceptional if the head teacher is satisfied that there is a persuasive reason for holding the wedding during term time and there will be an onus on parents to show clear evidence that this absence is absolutely an exceptional circumstance. In difficult family situations the head teacher may use their discretion in granting leave and each case should be addressed on its individual merits, taking into account the overall welfare of the child.
4. The needs of the families of service personnel will be taken into account if they are returning from long operational tours that prevent contact during scheduled holiday time.

5. Reasonable adjustments for students with special educational needs and/or disabilities will be made and may result in a leave being grated as an exceptional circumstance.
6. Families may need time together to recover from a trauma or crisis, including where an absence from school is recommended by a health professional as part of a parent or child's rehabilitation from a medical or emotional issue.

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

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request. The following factors may also help the head teacher to reach a decision:

- number of school days being missed
- any exceptional term-time leave requested and/or taken in previous academic years for a similar purpose
- whether alternative care arrangements have been considered by the parent to limit the time away from school
- impact on any interventions, assessments or referrals being undertaken with the child or family, for example, family support, social care assessments, CAMHS, SEN
- the potential impact that the absence will have on the child
- whether the absence falls within any internal tests or external exams

Any request should be submitted as soon as it is anticipated and, where possible, at least 10 school days before the absence. The headteacher may require evidence to support any request for leave of absence, using the appropriate form:

- **For main school students**, the leave of absence request form, accessible here on the school website must be used to request authorised absence: https://poolegrammar.com/wp-content/uploads/Form-absence-request.pdf. Printed copies are available from the school office.
- **Sixth form students** must use the sixth form leave of absence request form; this can be completed by the student and is available from the sixth form office or electronically via SharePoint for the following types of absence:
    - medical appointments
    - driving tests (but not lessons)
    - family events (e.g. weddings, funerals of close friends/relatives)
    - university or college open days
    - job or apprenticeship interviews
- For all other types of absence, the parents of **sixth form students** must complete the main school absence request form as detailed above: https://poolegrammar.com/wp-content/uploads/Form-absence-request.pdf.

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 student'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. Any absence permissible under this reason does not include any extended leave outside of travel and the religious observance itself
- 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 student is attending educational provision
- If the student is currently suspended or excluded from school (and no alternative provision has been made)

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

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

5.1.1 Sixth form students

Sixth form students may be granted home study at the discretion of the Director of Sixth Form or head of year.

Where a sixth form student must leave the school site during the day, they must ensure that they sign out using the Inventry system.

In addition to the circumstances above where leave of absence would not be granted for main-school students, sixth form students should note that the following reasons for absence will not be authorised:

- Holidays
- Work-experience arranged outside the published window
- Driving lessons
- Part-time employment
- Child-minding

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 and in line with the BCP code of conduct as the local authority area in which the student attends school.

5.2.1 Penalty notices

Penalty notices are issued on behalf of the school by BCP council. These can be issued to parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

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

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

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 student must not be present in a public place on that day).

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

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

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

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

5.2.2 Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support or they have not worked, the school may offer a notice to improve to give parents a final chance to engage with support and improve attendance before a penalty notice is issued.

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

They will include:

- Details of the student's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

There are no legal sanctions for Sixth Form students.

6   Strategies for promoting attendance

The school may implement reward systems to incentivise and reward good or improved attendance. However, it is acknowledged that any scheme should not penalise those who have been absent through ill-health or for unavoidable reasons.

The school will implement a range of strategies to support improved attendance. Strategies used might include:

- Discussion with parents and students
- Attendance report cards
- Referral to support agencies
- Learning mentors
- Student Voice activities
- Friendship groups
- Life skills/PSHE activities
- Reward systems
- Time limited part time timetables
- Subject support
- Additional learning support
- Additional pastoral support
- ELSA support
- Behaviour support
- Disapplication from one or more academic subjects
- Use of SEND areas/the Hub/study areas to support return to school
- Reintegration support packages

Where there are concerns regarding attendance, attendance contracts may be used. An attendance contract is a voluntary, written agreement between parents and either the school or the local authority. It can also be extended to include the child and any other agencies offering support to resolve any difficulties leading to improved attendance. The contract will outline attendance targets and will detail agreed actions that will help to achieve the target which might include methods of support to be provided by the school. The contract will be reviewed regularly. The BCP Fast Track to Attendance process will be followed where an attendance contract is to be used. Attendance contracts may be used prior to or instead of a notice to improve (see section 5.2)

7 Supporting students who are absent or returning to school

Where students are absent from school, the main point of contact is usually the students tutor or head of year. However, where more appropriate, in some cases the point of contact may be a member of the learning support team, a member of the pastoral support team (for example an ELSA) or a member of the safeguarding team.

7.1 Students absent due to complex barriers to attendance

The school recognises that first and foremost, good communication between school and home is essential where there are complex barriers to attendance. In these situations, specific strategies that may be used to remove in-school barriers and support students to return to school include:

- Referral to support agencies
- Reward systems
- Phased returns
- Time limited part time timetables
- Additional learning support
- Additional pastoral support
- ELSA support
- Behaviour support
- Disapplication from one or more academic subjects
- Use of SEND areas/the Hub/study areas to support return to school

7.2 Students absent due to mental or physical ill health or SEND

Where a student is absent due to mental or physical ill health or due to their SEND, support can be put in place to assist students, especially where an absence may be prolonged. It is recognised that there is not a one-size-fits-all approach and a combination of strategies may be employed to support the student while they are ill, while they recuperate and upon their return to school. Where appropriate, this may include a package of work and activities provided by some of the students teacher(s) to keep them on track with their learning.

Where a student 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 student's needs, the school will inform the local authority.

7.3 Students returning to school after a lengthy or unavoidable period of absence

After a lengthy period of absence, heads of year will liaise with parents to ensure that appropriate support is in place to enable a successful return. This may include a phased return over a number of weeks or a part-time timetable. It may involve a package of materials to ensure the student returns to subject lessons so that they don't feel lost if learning has moved on to different topics.

8 Attendance monitoring

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual student, year group and cohort level.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely. Data will also be collected each term through the school census 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, using the DfE "view your education data" service and national statistics where available.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify students, groups or cohorts that need additional support with their attendance, and
- Identify students 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

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students 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 form tutors and heads of year, to facilitate discussions with students and where necessary families
- Provide regular attendance reports to the Senior Leadership Team and those responsible for oversight of vulnerable groups (SENDCo, Student Premium lead, Safeguarding)
- Provide regular attendance reports to the governing board
- 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 student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

9 Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student 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 students 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 students. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

- Consider use of attendance contracts via the BCP Fast Track to Attendance process

10 Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum yearly by the School Attendance Champion. At every review, the policy will be approved by the full governing board.

11 Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

12 Appendix 1: attendance codes

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

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

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

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

13 Appendix 2: leave of absence request form

Parents/carers must ask permission for their child to be absent during term time. Any application for leave of absence is granted at the discretion of the headteacher or a delegated member of senior staff. Only in exceptional circumstances will leave be granted. Parent/carer(s) wishing to apply for their child to have leave from school should complete this form and return it to the school office / pgsabsence@poolegrammar.com for consideration. The School's decision is final and no correspondence will be entered into regarding the decision. If leave is taken without permission, or no application is made, parent/carer(s) risk being issued with a Penalty Notice or being prosecuted on their return.

Child's full name:	Form:

First day of requested absence:	Last day of requested absence:

Reason for absence request (give as much detail as possible, including any supporting evidence with your request)

By signing below, you confirm that all holders of parental responsibility are aware of the request for authorised absence.	
Parent(s)/Carer(s) Signature:	
Print name(s):	
Date:	

For school use

Date received:			
Attendance YTD:		Total Unauth Sessions		Unauth Sessions (10 weeks)	

☐ Authorised – code:	☐ Unauthorised – code:
☐ 1 ☐ 2a ☐ 2b	☐3 ☐4 ☐FPN