

The Totteridge Academy

Attendance Policy 2026-27

Contents

Summary – Attendance at a Glance	4
Attendance Matters	4
Absence through illness or unforeseen circumstances	4
Attending an Appointment.....	5
Known Absence	5
Support.....	5
Punctuality	6
Lateness to school	6
Lateness to lessons	6
Part A - Policy	7
1. Introduction	7
2. Aims.....	8
3. Effects of non-attendance.....	9
4. Safeguarding and Attendance.....	10
5. Legislation and Guidance	10
6. Using data to support improvements in attendance	10
7. Understanding Barriers to Attendance.....	10
8. Staff Training on Attendance	11
Part B - What the Law Says and Our Procedures	11
1. Roles and Responsibilities	11
1. Contents of the Admissions Register	14
2. Contents of Attendance Register.....	14
3. Attending the School (and Lateness)	15
4. Attending a place other than the school	15
6. Absent – Leave of absence	16
6.1. Leave of Absence Requests – ‘Exceptional Circumstances’	16
6.2 Medical/Dental Appointments.....	17
6.3 Part-time timetables - Leave of absence for a compulsory school age pupil subject to a part-time timetable	17
7. Absent – other authorised reasons.....	18

7.1. Mobile Pupil - Parent travelling for occupational purposes	18
7.2. Religious Observance	18
7.3. Illness.....	19
7.4. Suspensions (Exclusions)	21
8. Absent – unable to attend school because of unavoidable cause	21
9. Absent - unauthorised absence.....	21
10. Administrative codes	22
11. First Day of Absence Response	22
12. Rewarding Good and Improved Attendance	23
13. Support for Poor School Attendance (other than unauthorised term time leave)	23
14. Penalty Notices and Prosecutions	24
15. Children Missing Education (CME)	25
16. Following up Unexplained Absences	25
17. Reporting to Parents	25
18. Recording Information on Attendance and Reasons for Absence	26
19. Policy Monitoring Arrangements.....	26
20. Links with other policies.....	26
Appendix A – 5 Foundations of Effective Practice	28
Appendix B – Department for Education (DfE) Attendance & Absence Codes.....	29
Appendix C – In School Support Strategies/Early Interventions	31
Appendix D – Pre-empting Students at risk of Persistent Absence (below 90%) or Severe Absence (below 50%)	32

Summary – Attendance at a Glance

Attendance Matters

Here at The Totteridge Academy, we have the highest expectations across all areas of school life including attendance. We value positive relationships between both staff and pupils, and want all pupils to feel they belong here and are valued. We work with our pupils to ensure that they have the highest possible attendance at school. We believe that this is the best way for them to succeed and to get the most out of all we have to offer.

There is a clear link between academic outcomes and school attendance. We want all pupils to achieve excellent outcomes to give themselves the very best chance in life.

There are 175 non-school days per year for holidays, shopping and appointments. There is no need, except in extreme circumstances to miss a day's education. If you miss one session in a week (remember, there are two sessions per day) your attendance is 90%. This means you miss 19 days of education in a year and risk dropping one grade in your GCSEs.

It is vital we work together to teach our pupils the value of attending school each and every day. However, we do appreciate that at times, pupils may not be able to attend school. We ask our parents and carers to follow the processes below. They support our safeguarding procedures.

Should you have a concern about your child's attendance, then we ask that you contact us to discuss this. We believe in strong partnerships across all parts of school life. This includes attending school.

It is also important to us that pupils arrive to school on time, and they must be at school by 8:40am. The school day finishes at 3:15pm.

Absence through illness or unforeseen circumstances

1. If a student in Year 7-13 is absent on the day (i.e. owing to illness), the parent/carer must call the school before 9:00am and inform the attendance officer.
2. The number to call is: 0208 445 9205 or can also email: attendance@tta.org.uk
3. We will aim to contact you by telephone to discuss your child's absence and explore whether there is any support the school can offer. If your child has sustained an injury, please inform the school as soon as possible. This enables us to complete a risk assessment with you to identify any impact the injury may have and any support your child may need to attend school safely. Please see Section 7.3 of the full policy for further information.
4. If a student in Year 7-13 feels unwell whilst at school, they should report to their Director of Learning at break or lunch to obtain permission for Student Services to contact home.
5. Student Services may contact parents/carers to authorise medication being given such as paracetamol. If a student is still feeling unwell, their Director of Learning will evaluate whether the student needs to return home and parents/carers will be contacted.
6. When students' attendance falls below 90%, we will ensure that students are remaining in school with appropriate support.
7. If a parent/carer has concerns that are affecting their child's absence, they should contact their child's Director of Learning. All email addresses and role details are on the school website.

Attending an Appointment

1. If a student needs to be absent, the parent/carer should complete either the Appointment Request Form or the Leave of Absence Form which can be found on our school website. Completing the forms does not automatically mean the leave is granted and/or approved so parents and carers are advised not to book anything in case it does not get approved.
2. Please schedule dental and non-urgent medical appointments outside of school hours. We know this might be tough for hospital visits. If rescheduling fails, your child must bring a medical letter or appointment card. We need it for our records. Pupils must be picked up and returned to school if their appointment ends during the school day. For more details, check section 6.2 of the full policy.

Known Absence

1. Your child may need to miss school for exceptional reasons. Granting a leave of absence will only be made in exceptional circumstances. Each application will be considered individually considering the specific facts and circumstances and relevant background context behind the request. If such a request is made, the school expects it to be short. But even then, they may not be able to approve it.
2. If the Headteacher does not authorise it, then any absence is 'unauthorised' and can incur a penalty. We must follow legal rules. Therefore, we cannot approve holiday requests during term time. Additionally, we may issue penalty notices. For more details, please check the Attendance Policy and Procedures (section 6.1).
3. If a leave of absence is granted it is for the Headteacher to determine the length of the time the pupil can be away from school.
4. To request a leave of absence please follow the procedures below:
 - a. Complete the Leave of Absence Request Form and send it to our Attendance Officer: attendance@tta.org.uk
 - b. Once the form has been received it will be passed to our Attendance and Wellbeing Lead who oversees attendance and will make the decision after consulting with the Senior Vice Principal or Headteacher.
 - c. Once decision is made a letter will be sent as to whether this has been approved or not.

Support

We take absence very seriously. We are committed to supporting any child who is finding it difficult to attend school regularly. We will target and personalise support where necessary for any pupil whose attendance falls below 95% (see Appendix C and D).

We ask parents and carers to keep the school informed about the reasons for their child's absence and to discuss any support that may help improve attendance. While support is being arranged, parents should continue to do everything they can to encourage and enable their child to attend school as regularly as possible.

Information about who to contact for attendance support, including the school’s senior leader responsible for attendance, is available on the school website.

Parents and the school will work together to agree a plan of support tailored to the child’s needs. This may include practical strategies, access to additional support services, and a shared commitment from both the school and parents (and, where appropriate, the child) to actively engage with the agreed support. The school will arrange regular review meetings with parents to monitor progress, evaluate the effectiveness of the support, and make any necessary adjustments to help improve the child’s attendance.

Punctuality

The school day starts at 8:40am and we expect your child to be in school at that time. Lateness means they miss out on important routines which help get their day off to a positive start. Late arriving pupils also disrupt lessons during the day for others.

How we manage lateness to school and lessons

Lateness to school

1. Students are expected to arrive at school by the start of tutor time at 8:40am.
2. Any student arriving between 8:41am and 9:00am will have a 15-minute detention at lunchtime.
3. Any student who arrives after 9:00am without a reason (e.g. a pre-planned appointment) will be issued a 1 hour after school detention.
4. If a student is late (and this is within their control) on 6 occasions during a half term, a 2-hour detention will be issued. If a student receives more than 6 lates during a half term, they will receive an immediate 2-hour detention every time they are late. Each half term, this rule resets.
5. The school will notify parents/carers if their child is at risk of reaching 6 lates and make it clear of the next steps if lateness persists.
6. If a student is late after the registration closes at 9:15am, this will be marked as an unauthorised absence as per the government guidance and may incur a fixed penalty notice (please see p.22).

Lates	Consequence
Front gate: between 8:41 – 9:00am Back gate: from 8:39am (back gate closes at 8:45am)	15-minute lunch detention
After 9:00am	1 hour after school detention
6 lates in a half term	2 hours after school
More than 6 lates in a half term	2-hour detention each time they are late

Lateness to lessons

1. Each week we monitor lateness to lessons. If your child is late to lessons 3 times in a week, they will be issued a 2-hour detention after school.

The rest of this document outlines our Attendance Policy and Procedures. We encourage all parents to review it. This ensures they understand how we handle attendance. If getting your child

to school is hard, please contact your child’s Director of Learning immediately. Details of how to contact them can be found on our website.

Part A - Policy

1. Introduction

This Attendance Policy outlines the culture and approach to supporting good attendance at The Totteridge Academy. The second part of the document outlines the more detailed procedures, roles and responsibilities related to pupil attendance that operate at our academy. Through all that we do to manage attendance, we are committed to creating a positive learning environment, supporting pupil achievement, and complying with legal requirements.

This is a successful academy, and all pupils play their part in making it so. We aim for an environment which enables and encourages all members of the community to be proud to belong and to achieve their best. For our pupils to gain the greatest benefit from their education it is vital that they attend regularly and should be at school, on time, every day the school is open unless the reason for the absence is unavoidable. It is very important therefore that parents¹ make sure that children attends regularly, and this policy sets out how together we will achieve this.

Regular attendance at school is of critical importance to a child’s education. Evidence tells us that the pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. Any absence affects the pattern of a pupil’s schooling and regular absence will seriously affect their learning. Any pupil’s absence disrupts the learning of others in the same teaching groups by disrupting classroom routines. **Ensuring your child’s regular attendance is your legal responsibility.**

The principles of a ‘support first approach’ are adopted and we seek to:

Support first approach (as set out in DFE Guidance)	
Expect	Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.
Monitor	Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.
Listen and understand	When a pattern is spotted, discuss with pupils and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.
Facilitate support	Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This

¹ The definition of a parent can be found in the Education Act 1996, and this applies to all the legislation to which this guidance relates. In addition to the child’s birth parents, references to parents in this guidance include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) who has care of the child. To reflect this, this guidance uses ‘parent’ to refer to both parents and carers.

	might include an early help or whole family plan where absence is a symptom of wider issues.
Formalise support	Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support.
Enforce	Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: involved of our Education Welfare Officer or a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

2. Aims

Our aim is to create a school environment where children feel they belong and want to come to school. We believe our school is a great place to learn, and that being in school day in, day out, is in the best interests of all our pupils. However, we recognise that there will be times when there may be barriers that prevent children from attending school. In these instances we will act early to understand the issue, provide support and work with the child and their family to get them back to regular attendance as quickly as possible.

We believe that one of the most important factors in promoting good attendance is the development of positive attitudes towards school and a sense of belonging. To this end, we strive to make our school a happy and rewarding experience for all children, and to foster positive and mutually respectful relationships with parents.

By promoting good attendance and punctuality we aim to:

- Make good attendance and punctuality a priority for all those involved in the school community.
- Raise our pupils' awareness of the importance of good attendance and punctuality.
- Provide support, advice and guidelines to parents, pupils and staff.
- Work in partnership with parents, including regularly informing them about their child's absence and attendance levels.
- Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps.
- Celebrate and reward good attendance and punctuality.

This policy sets out our school's position on attendance and details the procedures that all parents² must follow to report their child's absence from school and to remind them of their legal duty, to ensure their child attends school regularly.

This policy will be applied fairly and consistently, considering the individual needs of our pupils and their families who have specific barriers to attendance. Therefore, in the development of our

² Education law defines parents as: all natural parents, whether they are married or not; any person who has parental responsibility for a child or young person; and any person who has care of a child or young person i.e., lives with and looks after the child. In this policy the term 'parent' includes parents and carers.

policy we have considered our obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

We will also support parents to perform their legal duty to ensure their children of compulsory³ school age attend regularly and will promote and support punctuality in attending lessons.

We want our pupils to go to school every day unless they are not well enough to attend. We believe that children who attend school regularly are more likely to feel settled in school, maintain friendships, keep up with their learning and gain the greatest benefit from their education. We want all our pupils to enjoy school, grow up to become emotionally resilient, confident and competent adults who can realise their full potential. Regular attendance and punctuality are essential in the workplace and children who are used to attending school on time, and on every occasion unless they are too unwell to attend, will be better prepared for the attendance expectations in the workplace.

In April 2017 the Supreme Court clarified the definition of regular attendance to be attendance “in accordance with the rules prescribed by the school”, therefore if an absence is not authorised by the school, the pupil’s attendance is deemed to be irregular.

We will do all we can to encourage our pupils to attend. We will also make available the best provision we can for any pupil who needs additional support in school or who is prevented from attending school, due to a medical condition.

Please see DfE guidance documents [‘Supporting pupils at school with medical conditions - December 2015’](#), [‘Ensuring a good education for children who cannot attend school because of health needs- January 2013’](#), [‘Summary table of responsibilities for school attendance’](#), and [Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK \(www.gov.uk\)](#) – or ask the school for printed copies.

2.1. Effects of non-attendance

Attendance impact:

Attendance during school year	Days lost in a year	Which is approximately	Approximate minutes of learning missed
95%	9.5 Days	2 Weeks	3000 minutes
90%	19 Days	4 Weeks	6000 minutes
85%	29 Days	6 weeks	9000 minutes

Punctuality impact

5 mins late	10 mins late	15 mins late	20 mins late	30 mins late
3.4 days of a school year missed	6.9 days of a school year missed	10.3 days of a school year missed	13.8 days of a school year missed	20.7 days of a school year missed

³ A child becomes of ‘compulsory school age’ on the 1st January, 1st April or 1st September following their 5th birthday and ceases to be of compulsory school age on the last Friday in June of Year 11.

3. Safeguarding and Attendance

Our school will monitor trends and patterns of absence for all pupils as a part of our standard procedures. However, we are aware that sudden or gradual changes in a pupil's attendance may indicate additional or more extreme safeguarding issues. In line with government guidance [Keeping Children Safe in Education](#) we will investigate and report any suspected safeguarding cases on to the relevant authorities. As part of our safeguarding duty and our standard procedures, we will inform the Local Authority and/or the Police of the details of any pupil who is absent from school when the school cannot establish their whereabouts and is concerned for the pupil's welfare.

4. Legislation and Guidance

This policy meets the requirements of the government guidance 2024 [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](#) from the Department for Education (DfE), and refers to the DfE's 2015 statutory guidance on [School Attendance Parental Responsibility Measures](#). These documents are drawn from legislation setting out the legal powers and duties that govern school attendance including:

- The Education Act 1996
- The Children Act 1989
- The Crime and Disorder Act 1998
- The Anti-social Behaviour Act 2003
- The Education and Inspections Act 2006
- The Sentencing Act 2020
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- The Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024
- The Education (Penalty Notices) (England) (Amendments) Regulations 2024

5. Using data to support improvements in attendance

Any absence affects the pattern of a child's schooling and regular absence may seriously affect their learning. The Department for Education (DfE) defines a pupil as a 'persistent absentee' when they miss more than 10% of schooling across the school year, for whatever reason. For pupils who miss more than 50% of possible sessions they are defined as 'severely absent'.

The school will ensure that data, including the DfE's View Your Education Data platform, is routinely monitored to identify emerging attendance issues and will seek to prevent any pupil becoming persistently or severely absent. This will include: identifying the individual needs of pupils; working closely with families and wider support services to remove barriers to attendance; and where a formalised approach in conjunction with the local authority is required in line with the DfE guidance [Working Together to Improve School Attendance](#) (see Appendix D).

6. Understanding Barriers to Attendance

1. In relation to understanding barriers to attendance, we will ensure all pupils and parents are treated with dignity and staff will model respectful relationships to build a positive understanding between home and school that can be the foundation of good attendance.

2. In communicating with parents, we will highlight the link between attendance and attainment and wider wellbeing and enhance their understanding of what good attendance looks like. Where a pupil or family needs support with attendance we will identify who is best placed to work with them to address issues.
3. We will support pupils and parents by working together to address any in-school barriers to attendance. Where barriers are outside of the school's control, all partners should work together to support pupils and parents to access any support they may need voluntarily.
4. Where absence intensifies, so should the support provided, which will require the school to work in tandem with the local authority and other relevant partners.
5. Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. In working with parents to improve attendance, we are mindful of the barriers these pupils face and will put additional support in place where necessary to help them access their full-time education.
6. Reduced timetables/phased return timetables will only be used in exceptional circumstances, for a limited period and to support pupils to reintegrate back into education to access fulltime provision.
7. The school is committed to share information and work collaboratively with other schools in the area, local authorities and other partners when absence is at risk of becoming persistent or severe.

7. Staff Training on Attendance

Improving attendance requires knowledge of guidance and regulations but also expertise in working with families to remove barriers to attendance and safeguard pupils. Just as those barriers are regularly evolving, so too is the training that school staff require to address them. The school therefore will facilitate training for all staff to understand:

1. the importance of good attendance and that absence is almost always a symptom of wider circumstances,
2. the law and requirements of schools including on the keeping of registers
3. the school/trust strategies and procedures for tracking, following up and improving attendance,
4. the processes for working with other partners to provide more intensive support to pupils who need it.

For staff with specialist attendance responsibilities, they will receive training to include

5. the necessary skills to interpret and analyse attendance data,
6. and any additional training that would be beneficial to support pupils and pupil cohorts overcome commonly seen barriers to attendance.

Part B - What the Law Says and Our Procedures

1. Roles and Responsibilities

This section details the specific responsibilities of designated staff members regarding attendance.

The Attendance Champion

The Senior Leader responsible for the strategic approach to attendance in school is Talia Hourli. This role includes:

1. Looking at historic and emerging patterns across the school and develop strategies to address them.

2. Conducting half-termly, termly and full-year data analysis of patterns and trends, including monitoring attendance by group, such as pupils entitled to Free School Meals, pupils with SEND, Children in Care, attendance by Ethnicity and Language (English/EAL).
3. Looking at historic and emerging patterns across the school and develop strategies to address them.
4. Sharing regular attendance data with teachers, form tutors and school leaders to inform discussions, evaluate strategies, and assess the impact of attendance efforts.
5. Line manage the Wellbeing and Attendance Lead.

Director of Wellbeing, Safeguarding and Attendance

Our Director of Wellbeing, Safeguarding and Attendance in school is Evi Takopoulou. This role includes:

6. Carrying out attendance analysis by:
 - a. Monitoring and analysing weekly attendance (including punctuality and illness) patterns and trends, including whether there are particular issues for some children on certain days.
 - b. Conducting weekly data analysis of patterns and trends, including monitoring attendance by group, such as pupils entitled to Free School Meals, pupils with SEND, Children in Care, attendance by Ethnicity and Language (English/EAL).
 - c. Using this analysis to identify students in need of support and guide staff in creating targeted actions, while also recognising common themes for improvement planning.
 - d. Benchmarking attendance data (at whole school, year group and cohort level) against Trust-level, Local, and National data.
7. Managing and facilitating communication about attendance with parents, students, staff, and the governing body.
8. Managing absence requests and issuing fines when appropriate.
9. Line manage the Attendance Officer.

As part of her role as Wellbeing Lead, she supports our most vulnerable students, with a focus on those at risk of EBSA (Emotionally Based School Avoidance). Responsibilities include:

1. Working with students/families to support with Emotional Based School Non-Attendance.
2. Implementing in school support strategies/early interventions (see Appendix C).
3. Referring to external agencies where needed.
4. Coordinating with external professionals, such as clinical psychologists and CAMHS workers, to ensure effective collaboration among all parties.
5. Regularly meet with BICs and Place2Be leads to discuss student needs and additional support.

She can be reached by email: Paraskevi.Takopoulou@tta.org.uk

Lawrence Campbell, another Senior Leader, is responsible for monitoring punctuality to school. He can be reached by email: lawrence.campbell@tta.org.uk.

Attendance Officer

Our Attendance Officer, Maria Alexandrou, is responsible for the daily oversight and management of attendance. The key duties include:

1. Recording and tracking lateness to school.
2. Tracking and identifying students with concerning attendance patterns.
3. Regularly coordinating with staff on attendance-related issues.
4. Monitoring the form class registers and notifying the form tutor if the register is not completed.
5. Checking class/subject teacher registers and informing the teacher if the register is not completed.
6. Monitoring if students are absent from lessons during the school day.
7. Sending attendance letters to parents/carers.
8. Reporting concerns about attendance to the Safeguarding Team as appropriate.
9. Co-ordinating requests for Term-time Leave of Absence (including liaising with the Safeguarding Team) and advising the Attendance and Wellbeing Lead and Headteacher as requested.

Directors of Learning

Directors of Learning are responsible for the pastoral wellbeing of students in their respective year groups. Their duties related to attendance include:

1. Contacting parents/carers when their child's attendance falls below 90% and where needed hold a meeting at school with parents/carers and the child to identify barriers.
2. Regularly monitor individual attendance and absence patterns, setting improvement targets as necessary.
3. Consistently include attendance on the agenda of Year Team Meetings to ensure that Form Tutors understand and follow attendance and punctuality procedures correctly.
4. Address internal truancy using appropriate sanctions.
5. Promote excellent attendance and punctuality through assemblies.
6. When selecting students for non-compulsory trips or residentials, consider a student's attendance and punctuality. Poor attendance and punctuality may impact their eligibility to participate if spaces are limited.

Form Tutors

Form tutors are responsible for:

1. Following up with parents/carers who have not contacted the attendance officer with regards to a student absence.
2. Calling parents/carers if a student's attendance is at risk of falling below 90% to identify if there are any contributing factors or potential concerns to address.
3. Discussing attendance and/or punctuality issues with the Directors of Learning at the earliest opportunity.
4. Offering praise to individual students whose attendance and/or punctuality improves.

The Local Governing Body

The Local Governing Body is responsible for monitoring attendance figures for the whole school. It also holds the Principal to account for the implementation of this policy.

The Local Governing Body recognises the importance of school attendance and will:

1. Promote it across the school's ethos and policies.
2. Ensure school leaders fulfil expectations and statutory duties.
3. Regularly review attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most.
4. Ensure school staff receive adequate training on attendance.
5. The Local Governing Body will also ensure that the attendance policy and its contents are generally made known within the school and to parents of registered pupils at the school, and that steps are taken at least once in every school year to bring the attendance policy to the attention of all those parents and pupils and all persons who work at the school (whether or not for payment).

The Principal

1. The Principal is responsible for ensuring this policy is implemented consistently across the school, and for monitoring school-level absence data and reporting it to governors.
2. The Principal also supports other staff in monitoring the attendance of individual pupils and requests fixed-penalty notices, where necessary.

1. Contents of the Admissions Register

1. The admission register (sometimes referred to as the school roll) must contain specific personal details of every pupil in the school along with the date of admission or re-admission to the school, information regarding parents and carers, and details of the school last attended. The school will enter pupils on the admission register at the beginning of the first day on which the school has agreed with, or been notified by the parent, that the pupil will attend.
2. A pupil's name can only lawfully be deleted from the admission register if a reason set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024.
3. It is vital that the admission register is kept up to date, it is a legal document. Therefore, we encourage parents to inform the school of any changes whenever they occur and ensure the admission register is amended as soon as possible.

2. Contents of Attendance Register

1. The law makes it clear that schools must take the attendance register at the start of the morning session of each school day and once during the afternoon session. On each occasion the register is taken, the appropriate attendance and absence code must be entered for every pupil. Please refer to **Working Together To Improve School Attendance** for the code descriptors and also **Appendix 2** of this document. The school must record whether each pupil is:
 - Attending, or
 - Absent
2. Effective and timely use and sharing of register data is critical to safeguard children, improve attendance and is supported using our electronic Management Information System to record attendance information. Our registers will be preserved for 6 years from the date after the last entry was made.

3. Attending the School (and Lateness)

1. Pupils are marked present (/ \) if they are in school when the register is taken. If a pupil leaves the school premises after registration they are still counted as present for statistical purposes.
2. It is the duty of parents to ensure that children attend school on time. This encourages habits of good timekeeping and lessens any possible classroom disruption.
3. Our pupils must arrive by 8:40am on each school day.
4. Our morning register is taken at 8:45am and will be kept open until 9:15am.
5. Our afternoon register is taken at 1:35pm and will be kept open until 2:05pm.
6. A pupil who arrives late but before the register has closed will be marked as late (L) – which counts as present.
7. If a pupil arrives after the register has closed they will be marked with the unauthorised absence code “Late after registers close” (U) which is an unauthorised absence mark.
8. However, if the pupil is late arriving due to a valid reason such as an unavoidable medical appointment, the absence will be authorised and coded accordingly. See DfE guidance [Working together to improve school attendance \(applies from 19 August 2024\)](#) (publishing.service.gov.uk)

4. Sixth Form Attendance

1. Regular attendance is essential for success in A-level courses. Where a Sixth Form student has been persistently absent and has not engaged with the support offered to improve their attendance, the school reserves the right, following a formal review and consultation with the student and their parent/carer, to require the student or their parent/carer to meet the cost of A-level examination entry fees. In addition, students whose attendance falls below 90% may lose eligibility for any Sixth Form bursary funding.
2. These measures are intended to promote accountability and encourage full participation in learning. Before taking such action, the school will make every reasonable effort to support students and families, including attendance meetings, pastoral support, and referrals to external services where appropriate.

5. Attending a place other than the school

1. Pupils are marked as attending a place other than the school if they are present for the assigned session. These codes include:
 - Code K Attending education provision arranged by the local authority
 - Code V: Attending an educational visit or trip
 - Code P: Participating in a sporting activity
 - Code W: Attending work experience
 - Code B: Attending any other approved education activity
 - Code D: Dual registered at another setting
2. Our school retains responsibilities for the safeguarding and welfare of pupils attending an approved educational activity. Our school must be satisfied that appropriate measures have been taken to safeguard the pupil. Our school should ensure that we have in place arrangements whereby providers notify the school of any absence. Our school must record the pupil’s absence using the relevant absence code.
3. If a pupil is attending an alternative education provider such as another school or Pupil Referral Unit for part or all of their education, our school will make arrangements for the pupil to be dual registered at the other setting and mark our registers accordingly.

4. If a pupil is attending an alternative education provider arranged by the school, which is not a school or Pupil Referral Unit, for part or all their education, we will mark the sessions which the pupil attends the alternative setting as code B (any other approved educational activity).
5. The school expects the alternative provision (AP) to notify us of any absences by individual pupils, to ensure we become aware of any attendance concerns as soon as possible and take follow up action as necessary. Attendance updates will be provided on a half termly basis, or more frequently if agreed with the alternative setting. Any attendance concerns will be followed up by us, in conjunction with the Alternative Provision (AP).

6. Absent – Leave of absence

1. A leave of absence means that the school has given approval in advance for a pupil of compulsory school age to be away from the school. These codes are classified for statistical purposes as ‘authorised absence’ which means the pupil’s absence is with permission granted by the school. These codes include:
 - Code C1: Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad
 - Code M: Leave of absence for the purpose of attending a medical or dental appointment
 - Code J1: Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
 - Code S: Leave of absence for the purpose of studying for a public examination
 - Code X: Non-compulsory school age pupil not required to attend school
 - Code C2: Leave of absence for a compulsory school age pupil subject to a part-time timetable
 - Code C: Leave of absence for exceptional circumstance

6.1. Leave of Absence Requests – ‘Exceptional Circumstances’

The law does not grant parents the automatic right to take their child out of school during term time.

1. Only exceptional circumstances warrant an authorised leave of absence. Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance. The school will consider each application individually, considering the specific facts and circumstances and relevant background context behind the request. The request must be made by the parent with whom the child normally lives, and permission must be sought in advance. The school will not grant leave of absence unless there are exceptional circumstances. The school must be satisfied that there are exceptional circumstances, based on the individual facts and circumstances of the case; following consultation with other staff as required, including the Designated Safeguarding Lead. Where a leave of absence is granted, the school will determine the number of days the pupil can be away from school. A leave of absence is granted entirely at the school’s discretion.
2. Circumstances which could be authorised include significant family emergencies or funerals. However, parents will also be aware that, wherever possible, it can be better for children to continue to attend school normally during difficult family times.
3. Parents should complete a Leave of Absence Request Form which is available on the school website.

4. The request should be submitted as soon as it is anticipated; and wherever possible, at least **four weeks** before the absence. **Although such absence may be unauthorised, it is better that we know your child is safe, rather than missing.** Please be aware that you may be required to provide us with additional evidence to support your request. If we have any concerns about possible safeguarding risks such as risk of FGM or Forced Marriage, we will follow the necessary protocols.
5. All term time absence for children in care should be discussed at the child's Personal Education Planning (PEP) meeting in advance where possible and agreed with the Social Care and Virtual School. This permission should be gained before school is approached for approval. The school will contact the Virtual School in relation to any requests for term time absence for a child in care.

6.2 Medical/Dental Appointments

1. In line with Dfe document [“Parents responsibilities to support attendance”](#), parents should try to make appointments outside school hours wherever possible. Where appointments during school time are unavoidable, the pupil should only be out of school for the minimum amount of time necessary for the appointment. It is not acceptable for a child to miss a whole day's schooling for an appointment, unless necessary, in which case the school will need an explanation as to why this is.
2. No pupil will be allowed to leave the school site to attend a medical appointment during the school day without parental confirmation.
3. Advance notice is required for medical or dental appointments, unless it's an emergency appointment, and must be supported by providing the school with sight of, or a copy of, the appointment card or letter – only then will the absence be authorised.

School Procedure for requesting time for a medical/dental appointment

1. Complete an appointment request form and email it to attendance@tta.org.uk
2. Provide evidence of the appointment.
3. Provide at least 48 hours' notice.
4. We will no longer accept a call on the day for appointments unless it is an absolute emergency.
5. On the day of the appointment, please write a note in your child's planner for them to show to their subject teacher so they can be dismissed from class.

6.3 Part-time timetables - Leave of absence for a compulsory school age pupil subject to a part-time timetable

1. Pupils are entitled to a full-time education, suitable to their age, ability and aptitude, and any special educational needs or disabilities that they may have.
2. If, for any reason, our school is unable to provide a pupil with a full-time education due to the pupil's needs, we will work with the pupil, parent and other agencies where appropriate, to come to a mutually convenient arrangement.
3. Any reduced timetables will be for the shortest amount of time possible, whilst arrangements are made to support the pupil's return to full-time provision as soon as possible. Please note that a part-time cannot be used as a reasonable adjustment for SEND, unless this is on a temporary basis and as advised by an external agency e.g. Clinical Psychologist.
4. Formal arrangements will also be put in place for regularly reviewing it (minimum every two weeks) with the pupil and their parents. 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

will treat such absence as authorised. We will of course consider how best to support learning when a child is working on a part time timetable.

5. If a child fails to attend school during the agreed times outlined in the part timetable/phased return, the absence will be noted as unauthorised. However, if a child's absence from school is part of the agreed part timetable/phased return, it will be recorded as authorised.

7. Absent – other authorised reasons

1. Absent due to other authorised reasons means that the school has given approval in advance for a pupil of compulsory school age to be away from the school or has accepted an explanation offered afterwards as justification for absence. These codes are classified for statistical purposes as 'authorised absence'. These codes include:

- Code T: Parent travelling for occupational purposes
- Code R: Religious observance
- Code I: Illness (not medical or dental appointment)
- Code E: Suspended or permanently excluded and no alternative provision made

7.1. Mobile Pupil - Parent travelling for occupational purposes

1. The school will authorise the absence of a mobile pupil of no fixed abode who is unable to attend school because they are travelling with their parent who is engaged in a trade or business of such a nature as to require them to travel from place to place. This is subject to certain limits, depending on the child's age and number of sessions absent. The school will discuss cases individually with Traveller parents as necessary. Parents should let the school know of their plans as far in advance as possible. Authorised Traveller absence will be recorded appropriately in the register.
2. To help ensure continuity of education for Traveller children, wherever possible, the child should attend school elsewhere when their family is travelling for occupational purposes. In which case the child will be dual registered at that school and this school, which is their 'main' school.
3. Children from Gypsy, Roma and Traveller communities whose families do not travel for occupational purposes are expected to register at school and attend as normal. They are subject to the same rules as other children in terms of the requirement to attend school regularly.

7.2. Religious Observance

1. Our school acknowledges the multi-faith nature of the school community and recognises that on some occasions, religious festivals may fall outside of school holidays or weekends.
2. In accordance with the law, the school will authorise **one day's absence** for a day exclusively set apart for religious observance by the religious body to which the parent belongs. Should any additional days be necessary, they should be requested in advance using the leave of absence in term time process. Additional days taken without exceptional circumstances will be recorded in the register as unauthorised absence. If necessary, the school will seek advice from the parents' religious body, to confirm whether the day is set apart.

7.3. Illness

1. In most cases, absences for illness which are reported by following the school's absence reporting procedures will be authorised. After the third consecutive day, the school requires medical evidence in order to continue authorising the absences.
2. The school follows Department for Education guidance '[Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91221/Working_together_to_improve_school_attendance.pdf)' 2024⁴ which states that if the authenticity of the illness is in doubt, the school may ask the parent to provide medical evidence, such as a prescription, appointment card, or other appropriate form of evidence.
3. Where a parent cannot provide any written evidence, we will endeavour to have a conversation with the parent and pupil, if appropriate, which may itself serve as the necessary evidence to record the absence.
4. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.
5. Where a pupil has a high level and/or frequency of absence, the school may require medical evidence of some description in order to authorise any future medical absences. If this is the case, the school will make the parent/s aware of this expectation in advance.
6. The reporting of absence due to illness remains the responsibility of the parent. Absences due to illness which have **not** been reported to the school by the parent on the first day of absence may not be authorised.
7. Please see p. 20 of the policy on how parents/carers should notify the school of illness.

Mental Health and Wellbeing

1. We recognise that there can be attendance challenges where a child has a social, emotional or mental health issue, particularly a severe issue for which the child is receiving clinical treatment.
2. We encourage parents/carers and schools to be open and work together to create a plan for attendance that fits with the needs of the child. Parents first point of call is their child's director of Learning. Working with parents/carers and pupils to understand the barriers to their attendance and, where appropriate, making reasonable adjustments to overcome those specific barriers is an effective way of building confidence and reducing anxiety about attending.
3. Parents/carers should engage with support offered by the school, and be reminded of the importance of regular attendance and the emotional and mental wellbeing benefits of attending school for children and young people. They should feel reassured that the school has a plan for their child, and parents/carers should feel supported in their responsibility of ensuring the child's regular attendance at school.
4. Any reasonable adjustments or support put in place by schools should ensure that the time the child spends in school is prioritised as much as is possible.
5. When there is a plan in place and it is not followed for any reason, the school is not obliged to authorise any absences, even where medical evidence is provided in support.
6. It is the responsibility of parents/carers to ensure that any agreed attendance plan is adhered to consistently. Failure to do so may result in further action being taken in line with the school's attendance procedures.
7. The school reserves the right to review and amend attendance plans at any time, particularly where there is a lack of engagement or insufficient improvement in attendance.

⁴ Please ask the school for a printed copy of Working Together to Improve School Attendance if required

8. Medical evidence may be requested by the school to support absences; however, the provision of such evidence does not automatically result in the absence being authorised.

Pupils with Medical Conditions or Special Educational Needs and Disabilities

1. The school recognises that some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as they are for any other pupil.
2. That said, in working with their parents/carers to improve attendance, we will be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education. This will include:
 - a. Having sensitive conversations and developing good support for pupils with physical or mental health conditions.
 - b. Considering whether additional support from external agencies (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
 - c. Working with parents/carers to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed. In addition, the school will work with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day. Please see the School's SEN policy for further details on SEN support.
 - d. Establishing strategies for removing the in-school barriers pupils may face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements (see Appendix C).
 - e. Ensuring joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety around school attendance, recognising that such arrangements can be for a limited time only.
 - f. Ensuring data is regularly monitored for these groups including at board and governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other agencies is accessed where necessary.
3. Pupils with long term illnesses or other health needs may need additional support to continue their education, such as alternative provision provided by the local authority. Local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health reasons, would otherwise not receive suitable education. Please see the School's policy on Supporting Pupils with Medical Needs at school for further information.
4. In all cases, the school will be sensitive and avoid stigmatising pupils and parents/carers; and talk to pupils and parents/carers and understand how they feel and what they think would help improve their attendance to develop individual approaches that meet an individual pupil's specific needs.

Pupils taken ill during the school day

1. If a student in Year 7-13 feels unwell whilst at school, they should report to their Direct of Learning at break or lunch to obtain permission for Student Services to contact home.

2. Student Services may contact parents/carers to authorise medication being given such as paracetamol. If a student is still feeling unwell, their Director of Learning will evaluate whether the student needs to return home and parents/carers will be contacted.
3. If a parent/carer has concerns that are affecting their child's absence, they should contact the student's Director of Learning. All email addresses and role details are on the school website.

7.4. Suspensions (Exclusions)

1. In this policy, the word 'suspension' is used to refer to what legislation calls an exclusion for a fixed period. Suspensions and permanent exclusions are both types of exclusion, and where this policy uses the word 'exclusion' this includes both suspensions (fixed-period exclusions) and permanent exclusions.
2. If the school decides to send a pupil home due to their behaviour, this will be recorded as an exclusion. The school will follow the current [DfE's statutory guidance on suspensions and permanent exclusions](#). The full behaviour and exclusions policy for our school can be found on our website.
3. Any exclusion **must** be agreed by the Principal.
4. The school will notify the parent of the exclusion in writing. If the pupil is a Child in Care, the school will notify the pupil's carer, social worker and the Virtual School. In other instances, where a pupil is open to Children's Social Care for any reason, the school will also inform their allocated social worker.
5. No pupil will be allowed to leave the school site without parental confirmation.
6. The school may issue a fixed penalty notice where there is inadequate parental supervision of an excluded pupil.

8. Absent – unable to attend school because of unavoidable cause

1. In accordance with DfE school attendance guidance, our school will record pupils as 'Unable to attend school because of unavoidable cause' in the following circumstances (such circumstances are not recorded as absences and are not counted as possible attendances):
 - Code Q: Unable to attend because of a lack of access arrangements
 - Code Y1: Unable to attend due to transport normally provided not being available
 - Code Y2: Unable to attend due to widespread disruption to travel
 - Code Y3: Unable to attend due to part of the school premises being closed
 - Code Y4: Unable to attend due to the whole school site being unexpectedly closed
 - Code Y5: Unable to attend as pupil is in criminal justice detention
 - Code Y6: Unable to attend in accordance with public health guidance or law
 - Code Y7: Unable to attend because of any other unavoidable cause

9. Absent - unauthorised absence

1. Unauthorised absence is where a school concludes that the reason for the absence is not sufficient or no reason for absence was provided.
2. Absence will be unauthorised if a pupil is absent from school without the permission of the school. Whilst parents can provide explanations for absences, it is the school's decision whether to authorise the absence or not.
3. Unauthorised absence includes:
 - a. Absences which have never been properly explained

- b. Pupils who arrive at school too late to get a mark
 - c. Shopping
 - d. Birthdays
 - e. Waiting at home for a washing machine to be mended, or a parcel to be delivered
 - f. Day trips
 - g. Long weekends and holidays in term time (unless very exceptional circumstances are agreed in writing, in advance by the school)
 - h. In the case of term time leave - if a pupil is kept away from school longer than was agreed, the additional absence is unauthorised
 - i. Not providing sufficient medical evidence for more than 3 consecutive days off for sickness
4. Unauthorised absences may result in Legal Sanctions, usually Penalty Notices or Prosecutions. The unauthorised absence codes include:
- a. Code G – Holiday not granted by the school
 - b. Code N – Reason for absence not yet established
 - c. Code O – Absent in other or unknown circumstances
 - d. Code U – Arrived in school after registration closed

10. Administrative codes

- 1. Where necessary and applicable, our school will use the defined administrative codes. These codes are not collected for statistical purposes and are:
 - a. Code Z: Prospective pupil not on admissions register
 - b. Code #: Planned whole school closure

11. First Day of Absence Response

- 1. Parents must contact the school when their child is absent to explain that absence. This can be done as follows: ringing the school on 02084459205 or email attendance@tta.org.uk giving the following details:
 - Full name of pupil.
 - Pupil's Year and Tutor Group.
 - Full name of person reporting absence and relation to child.
 - Reason for absence.
- 2. Where a reason for the absence is not received by [9:00am] on the day of the absence, the school will send a text message between 9:30 and 10:00am. We aim to make a phone call on the same day to understand the reason for the absence.
- 3. If a child is absent for more than one day, the parent should contact the school each day to provide an update on the child's condition, unless otherwise agreed by the school.
- 4. The correct absence code will be inputted into the Attendance Register as soon as the reason is ascertained. If the parent/carer does not respond with the reason for the absence within 5 working days after the absence, then it will go down as an unauthorised absence.
- 5. Where further unexplained absences occur, the school will make further contact with the parent (including foster parents and/ or social workers where appropriate). This should be with the aim of understanding why the absence has occurred, and when the pupil will return.

6. After three consecutive days of absence, parents are required to provide medical evidence. We understand that requesting medical evidence can feel burdensome, and we certainly don't want to add any additional stress for parents/carers. Therefore, we are happy to accept medical evidence in various forms, including:
 - A prescription from a pharmacy
 - A screen shot of a doctor's appointment scheduled due to the illness
 - A doctor's letter
7. Any further absences without medical evidence will be unauthorised.
8. Where a parent cannot provide any written evidence, we will endeavour to have a conversation with the parent and pupil, if appropriate, which may itself serve as the necessary evidence to record the absence.

12. Rewarding Good and Improved Attendance

1. TTA give a 'Now That' reward in line with our behaviour philosophy at the end of each term for the students with 100% attendance and punctuality.
2. At the end of each academic year, TTA may arrange flowers to be given to parents/carers of all students with 100% attendance and punctuality or a pizza party for the students in school.

13. Support for Poor School Attendance (other than unauthorised term time leave)

1. Sometimes pupils can be reluctant to attend school. We encourage parents and pupils to be open and honest with us about the reason for the pupil's absence. If a child is reluctant to attend, it is never better to cover up their absence or for a parent to give in to pressure to let the child stay at home. This can give the impression to the child that attendance does not matter and can make things worse. As a school, we need to understand the reasons why a pupil is reluctant to attend to be able to support pupils and parents in the best way.
2. When we have concerns about the attendance of a pupil, we will do our best to make the parent/s aware of the concerns about their child's attendance and give them the opportunity to address this. However, if parents do not make use of the support offered and improve their child's attendance to an acceptable level, this may result in legal sanctions.
3. Where there are no genuine reasons for the absences, parents may be asked to meet with their child's Director of Learning (see Appendix D).
4. The aim of this meeting will be to clearly explain the consequences of persistent and severe absence to the pupil and family and the potential need for legal intervention in future but will also be an opportunity to continue to listen to and understand the barriers to attendance and explain the help that is available to avoid those consequences.
5. If our school refers a case of poor school attendance to the Local Authority for legal sanctions, we will show that we have warned the parent/s that they are at risk of receiving a Penalty Notice or other legal sanction. This will at least be evidenced via the sending of a Notice to Improve – attendance warning letter.
6. We will not usually request legal sanctions from the Local Authority in cases where poor attendance is symptomatic of complex family circumstances. In such circumstances our school will take a holistic approach to the issue and involve other agencies as necessary. The exception to this will be where parents fail to accept or engage with support offered by the school and/or other agencies or fail to implement the suggested changes. Again, when referring for legal sanctions, we will show that we have warned the parent/s that they are at risk of receiving a Penalty Notice or other legal sanction.
7. If our school has safeguarding concerns about a pupil who is absent, we will share

information with other agencies as we deem necessary.

14. Penalty Notices and Prosecutions

1. Parents have a legal responsibility to ensure that their child attends school on a regular basis. It is a criminal offence under Section 444 of the Education Act 1996 to fail to secure regular attendance of a registered pupil at the school. This applies to both resident and non-resident parents who may both be subject to legal sanctions if their child fails to attend school regularly. It also applies to others who may not be the parent but may have day to day care of the child.
2. If parents do not take reasonable steps to improve their child's attendance, or it is clear they have knowingly allowed their child to be absent without good reason—for example, by taking them on holiday during term time without permission—the local council may prosecute them to protect their child's right to a full-time education.
3. Before a case proceeds to court, parents will have opportunities to engage with support to address the attendance concerns. This may include voluntary support, such as an early help assessment, or formal support, such as an attendance contract or education supervision order. If parents choose not to engage with these support measures, or they are unsuccessful in improving attendance, the case may proceed to prosecution.
4. Unauthorised absence from school can result in a number of different outcomes for parents and children. Each case is considered individually.
5. Under section 444 of the Education Act 1996, if a child of compulsory school age, who is a registered pupil at a school, fails to attend regularly at the school his/her parent(s) are guilty of an offence. Parents with more than one school aged child need to be aware that each child's irregular attendance is dealt with as a separate matter.
6. The school will refer cases of unauthorised absence that meet the threshold for a Penalty Notice to the Local Authority for legal action unless there are reasonable grounds for not doing so. The outcome of a referral to the Local Authority may be a Penalty Notice or Prosecution.
7. The threshold to issue a Penalty Notice is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. If your child has one school day as unauthorised this counts as 2 sessions (AM and PM).
8. We will give you a 'notice to improve' instead of a penalty notice once the national threshold of unauthorised absence is met. This is a formal written warning that, unless attendance significantly improves, you will be issued with a penalty notice. This is to give you another chance to work with the school to improve your child's attendance. A 'notice to improve' will not be given if you take a holiday in term time without permission.
9. If the local authority thinks a penalty notice is appropriate in a specific case, they have the option to issue one even before the usual threshold is reached. This could apply if, for example, parents are avoiding the national limit by taking multiple short holidays during term time or for repeated absences for family events like birthdays.
10. Penalty Notices are intended as a sanction for low level offences and a tool to support improved school attendance for example in circumstances associated with an unauthorised holiday taken during term time. They are an alternative to prosecution and may not be issued if prosecution is a more appropriate response to a pupil's irregular attendance.
11. A pupil's unauthorised absence from school could result in one of the following:

12. A Penalty Notice. The penalty is £80 per parent, per child payable within 21 days, rising to £160 per parent, per child if paid between 22 and 28 days. (Failure to pay will result in prosecution.) If a second Penalty Notice is issued within a rolling 3-year period the penalty is £160 per parent, per child if paid within 28 days. There will be no option to pay a lower amount.
13. Prosecution could lead to fines up to £2500 and /or up to 3 months imprisonment. (See DfE's statutory guidance on [School attendance parental responsibility measures](#) for more information.
14. Penalty Notices and prosecution proceedings are issued to each parent with responsibility for the child and are issued for each child with irregular attendance. For example, in the case of Penalty Notices, if two siblings had irregular school attendance, and there were two parents with responsibility for the children, four Penalty Notices would be issued. Penalty Notices cannot be paid in instalments.
15. In addition to Penalty Notices, there is a range of other legal interventions open to schools.
16. We will work together with local authority and make use of the full range of legal interventions rather than relying solely on fixed penalty notices or prosecution and will work closely with the local authority to decide whether to use them in an individual case after considering the individual circumstances of a family. These are: Parenting contracts, Education supervision orders, Attendance prosecution, Parenting orders, Fixed penalty notices.

15. Children Missing Education (CME)

Our school will add and delete pupils from roll in line with the law. A pupil's name can only lawfully be deleted from the admission register if a reason set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024. The school will make CME and Pupil Tracking referrals as appropriate. The school will seek advice from the local authority representative responsible for children missing education if unsure about any individual cases.

16. Following up Unexplained Absences

1. Where no contact has been made with the school, the school will contact parents by text, email, telephone or letter to try and establish the reason for a child's absence.
2. When we establish the reason for the absence, we will mark it as authorised or unauthorised depending on the reason for the absence.
3. If we are unable to establish the reason for absence within 5 school days, we will make the absence as unauthorised, using the **O** code.
4. We also hold emergency contact numbers for each pupil. It is our policy to hold more than one such number, so that we have options to make contact with a responsible adult should the need arise.
5. If we are concerned about a pupil's absence and are unable to contact the parent/s, we may contact the pupil's emergency contacts and/or other professionals or contacts of the family who we reasonably expect may be able to advise us of the pupil's whereabouts.

17. Reporting to Parents

1. The school will email parents every two weeks with an update of their child's attendance (year to date).

2. Attendance certificates will also be given to parents during Parents Evening. If there are any queries regarding codes on attendance certificates, please contact: attendance@tta.org.uk
3. Where a child's attendance drops below 90%, for whatever reason, our school will write to the parents to highlight this, unless there is a good reason not to.

18. Recording Information on Attendance and Reasons for Absence

When a parent contacted the school to record report an absence, a note will be added on Arbor to summarise the reason for the absence.

19. Policy Monitoring Arrangements

This policy will be reviewed every year by Janina Aitken, or more frequently if there are changes to legislation and guidance. At every review, the policy will be shared with the governing body.

20. Links with other policies

This policy is linked to our:

SEND Policy

Safeguarding Policy

Support Students with Medical Needs

Guidance Documents (include but are not limited to):

Working Together to Improve School Attendance (DfE 2024)

[Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](#)

Supporting pupils at school with medical conditions (DfE December 2015)

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Education for children with health needs who cannot attend school (DfE January 2013)

<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>

Mental Health issues affecting a pupil's attendance (DfE February 2023)

[Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK \(www.gov.uk\)](#)

Arranging education for children with who cannot attend school because of health needs (DfE December 2023)

[Arranging education for children who cannot attend school because of health needs \(publishing.service.gov.uk\)](#)

Keeping children safe in education (DfE September 2024)

[insert link when available](#)

School attendance parental responsibility measures (DfE January 2015)

<https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance>

School census guidance and regulation

<https://www.gov.uk/education/school-censuses-and-slasc>

<https://www.gov.uk/government/publications/school-exclusion>

Home to school travel and transport guidance (DfE July 2014)

<https://www.gov.uk/government/publications/home-to-school-travel-and-transport-guidance>

Approved By:	LGB
Overseen By:	Talia Houri
Last Review Date:	September 2026
Review Frequency:	Annually
Next Review Date:	September 2027

Appendix A – 5 Foundations of Effective Practice

- **Foundation 1:** *The school has a fully embedded ethos in which excellent school attendance is expected, developed and nurtured. The escalated approach to supporting attendance is built on foundations of belonging and connectedness.*
- **Foundation 2:** *The approach to improving attendance is built on clear policies, systems and processes. This ensures continuous and sustainable improvement drives attendance practice. The attendance policy is understood by all stakeholders and allows the school to set, and maintain, high expectations to improve the culture of attendance.*
- **Foundation 3:** *The school prioritises developing a team of attendance experts, with a shared vision and core purpose. The Attendance Leader delivers bespoke training to support all staff to fully understand their role in improving attendance. External partnerships support attendance improvements through a multi-disciplinary approach for identified children and families.*
- **Foundation 4:** *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. The attendance process ensures the Attendance Leader understands the reason for attendance concerns, these barriers can then be successfully supported and removed.*
- **Foundation 5:** *Connecting and belonging drives the school approach to supporting attendance. All staff are supported to understand 'deeper roots' regarding poor attendance concerns. The school has developed, and embedded, an effective rewards system to further drive attendance improvements and celebrate success*

Appendix B – Department for Education (DfE) Attendance & Absence Codes

Attending	
/ \	Present at the school / = morning session \ = afternoon session
L	Late arrival before the register is closed
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered at another school
Absent – Leave of absence	
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
S	Leave of absence for the purpose of studying for a public examination
X	Non-compulsory school age pupil not required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
C	Leave of absence for exceptional circumstance
Absent – other authorised reasons	
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made
Absent – unable to attend school because of unavoidable causes	
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause
Absent – unauthorised absence	

G	Holiday not granted by the school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed
Administrative Codes	
Z	Prospective pupil not on admission register
#	Planned whole school closure

Appendix C – In School Support Strategies/Early Interventions

This list is not exhaustive, however is what we initially offer to students for support.

Homework organisation/support in after school homework club
Walks with school dog (Peggy)
Homework/before school breakfast club and afterschool clubs
Discussing the list of clubs offered at the school and scheduling a plan of what they can do each day at break/lunch
Communication with the student's teachers on the specific triggers and in class support required
Mapping the anxiety areas in school
Support their travel to and from school
Taking part in Anxiety Groups (if and when these run for their specific year group)
1:1 weekly meeting with our Wellbeing and Academic Support Lead focussing on: Problem solving techniques and copying strategies
Referrals to Place2Talk (for irregular counselling support in school)
Referrals to Place2Be (for regular counselling support in school)

Where all in school support has been exhausted and is not working, we will look to refer to external agencies for additional support if appropriate or support parents/carers on how to self-refer.

Appendix D – Pre-empting Students at risk of Persistent Absence (below 90%) or Severe Absence (below 50%)

92% - 94%	TTA Letter 1 <i>This letter serves as a reminder to parents/carers of their child's attendance and what it is equivalent to in terms of numbers of days of learning missed e.g. 90% = 1 day off every two weeks. It also ensures that parents/carers are aware that the school will be monitoring attendance and if it their child's attendance falls below 90%, this is known as 'persistent absence'.</i>
90 – 92%	Call home from form tutor <i>The purpose of this call is to raise awareness of the pupil's attendance percentage and identify or pre-empt any potential barriers.</i>
Below 90%	TTA Letter 2 <i>This will either be in the form of a letter or a call from the child's Director of Learning, inviting them in for a meeting (with the child present) to discuss barriers of attendance. Attendance will be monitored across a two-week window. If there are improvements, continue to monitor and praise. If there are no improvements and the school have exhausted all options, the school will contact the local authority. Parents/Carers to receive letter from Education Welfare Officer.</i>