



Cabot
Learning
Federation

Attendance Policy and Procedure template

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History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
January 2022	Whole document	Implementation	Implementation of Federation wide policy



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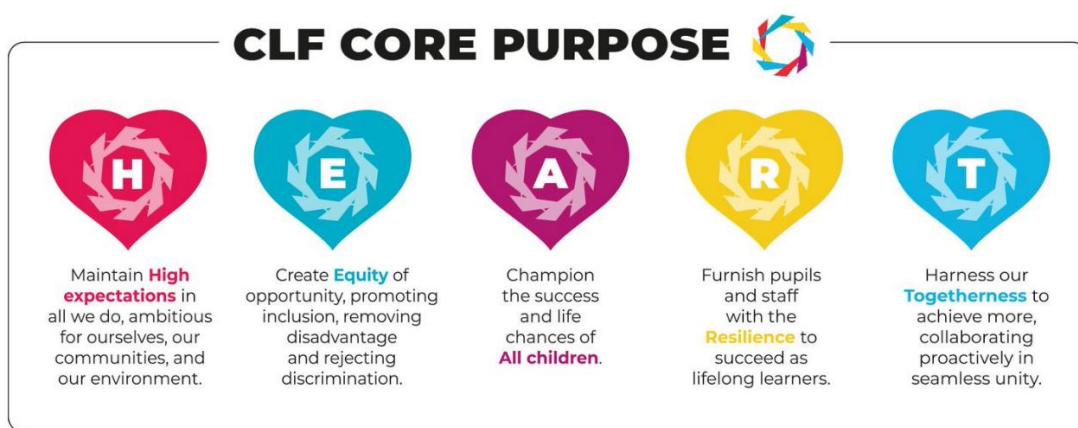
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<p>The academy will include each pupil’s attendance information in each report. There are four assessment points each year. If parents/carers wish to see a copy of their child’s attendance summary at any other time in the year, they can request a copy from their child’s Head of College or by emailing attendance@clfpost16.org</p>		
	Where a learner’s attendance falls below 95%, parents/carers will be contacted, unless there is a good reason not to. For further information see Appendix 3 -Attendance and Punctuality Process Matrix.....	21
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1 Policy Statement

- 1.1 It is the aim of Cabot Learning Federation Post 16 that pupils should enjoy learning, experience success and realise their full potential. The Attendance Policy reflects this and recognises that regular attendance has a positive effect on the motivation and attainment of pupils.
- 1.2 As part of the Cabot Learning Federation (CLF), CLF Post 16 is committed to the shared core purpose, which is at the HEART of all we do:



- 1.3 The academy strives to consistently deliver excellent educational experiences for learners, improving their life chances and serving the communities of which we are a member.

2 Reference to other relevant policies

This policy should be read in conjunction with existing trust-wide and academy policies including (but not limited to) the following policies:

- Safeguarding Policy
- SEND Policy
- Behaviour Policy
- Exclusion Policy
- Supporting Students with Medical Conditions Policy

3 DfE guidance

- The Equality Act 2010 and schools (DfE May 2014)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf



- Keeping children safe in education (DfE)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- School census guidance (DfE)
<https://www.gov.uk/guidance/complete-the-school-census>
- School Exclusion (DfE September 2017)
<https://www.gov.uk/government/publications/school-exclusion>

4 Roles and Responsibilities

See Appendix 2.

5 Equalities Impact Assessment

An equality impact assessment has been undertaken for this policy in accordance with the Federation's equality, diversity and inclusion strategy and the Public Sector Equality Duty.

6 Data Protection Implications

6.1 The personal information the academy uses to help manage attendance and absence is governed by the UK GDPR and Data Protection Act 2018. Much of this information will be sensitive, to both learners and their parents/carers, and staff must take care to apply appropriate safeguards to ensure personal information is processed fairly and lawfully, is the minimum amount necessary to achieve our aims, is accurate, and where necessary, kept up to date, is not held for longer than is necessary and remains safe and secure.

6.2 Staff must record personal information accurately, being clear whether something is an opinion, reported by someone else, or fact. It is also important to remember that learners and parents/carers can ask to see copies of the personal information the academy holds about them.

7 Aims

7.1 The academy aims to meet its obligations with regard to school attendance by promoting good attendance; ensuring every pupil has access to the full-time education to which they are entitled; and acting early to address patterns of absence.

7.2 This policy sets out the academy's position on attendance and details the procedures that all parents/carers must follow to report their child absent from the academy.

7.3 It is vital that young people develop regular attendance habits and are prepared effectively for employment. Therefore, the academy will encourage parents/carers to send their children to every session that is available to them. If the young person is unable to attend the academy for any reason, the parent/carer should inform the academy of the reason on



the first day of absence. If the academy is concerned about a learner's attendance for any reason, the academy will contact the parent/carer to discuss the matter, in the first instance.

- 7.4 Learners should attend every timetabled session, unless they are really not well enough to. Learners who attend regularly are more likely to feel settled in school, maintain friendships, keep up with their learning and gain the greatest benefit from their education. The academy wants all learners to enjoy school, grow up to become emotionally resilient, confident and competent adults who are able to realise their full potential. Regular attendance and punctuality are essential in the workplace and learners 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.
- 7.5 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.
- 7.6 The academy will do all it can to encourage learners to attend. The academy will make the best provision it can for any learner who needs additional support in school or who is prevented from attending school, due to physical or mental health needs or disability. The academy recognises for disabled learners, 'reasonable adjustments' may be needed to the school environment or to policies to support good attendance.
- 7.7 One of the most important factors in promoting good attendance is the development of positive attitudes towards school. To this end, the academy strives to provide a happy and rewarding experience for all learners, and to foster positive and mutually respectful relationships with parents/carers.
- 7.8 By promoting good attendance and punctuality the academy aims to:
- Make good attendance and punctuality a priority for all those involved in the academy community
 - Raise learners' awareness of the importance of good attendance and punctuality
 - Provide support, advice and guidance to parents/carers, learners and staff
 - Work in partnership with parents/carers and, where appropriate, the wider family

8 Effects of non-attendance

- 8.1 Any absence affects the pattern of a young person's schooling and regular absence may seriously affect their learning.
- 8.2 It is difficult for learners to appreciate the importance of attendance in habits for life in future employment and the impacts it may have with respect to regular non-attendance.



9 Safeguarding and Attendance

- 9.1 The academy will monitor trends and patterns of absence for all learners as a part of its standard procedures. However, it is recognised that sudden or gradual changes in a learner's attendance may indicate additional or more extreme safeguarding issues. In line with government guidance [Keeping Children Safe in Education](#), Local Procedures and the Academy's Safeguarding Policy, staff will investigate and report any suspected safeguarding cases on to the relevant authorities. As part of the academy's safeguarding duty and standard procedures, staff will inform the Local Authority and/or the Police of the details of any learner who is absent from the academy when they cannot establish their whereabouts and is concerned for the learner's welfare.
- 9.2 If a learner is not attending as required, where the academy deems it appropriate, staff may make home visits to see and speak to the learner and parents/carers as part of the academy's safeguarding and attendance processes. If staff are unable to see and speak to the learner and parents/carers, they may contact the learner's emergency contacts and/or other professionals or contacts of the family, who they reasonably expect may be able to provide the academy with relevant information.

10 Contents of Attendance Register

CLF Post 16 will take the attendance register at the start of each session the learner is timetabled to be on site. On each occasion the academy staff must record whether each learner is:

- Present;
- Absent;
- Attending an approved educational activity; or
- Unable to attend due to exceptional circumstances.

11 Present at School (and Lateness)

- 11.1 Learners are marked present if they are in the academy when the register is taken. If a learner leaves the academy premises after registration, they are still counted as present for statistical purposes.
- 11.2 It is the duty of parents/carers to ensure that young people attend the academy on time. This encourages habits of good timekeeping and lessens any possible classroom disruption. However, it is also recognised that learners are sometimes late due to reasons such as caring for parents/carers or siblings, or transport difficulties.
- 11.3 If a learner starts arriving late to the academy on a regular basis, the academy will work with the learner and family to find out why the learner is late and whether any support is needed for the learner or family, in order to support the learner to attend on time.
- 11.4 The Heads of College and Attendance Leads will communicate with parents/carers of learners who are frequently late, to further investigate reasons for lateness and discuss solutions to enable more punctual attendance.



11.5 Morning registration

- Learners must arrive at the start time of all their timetabled teaching sessions within the morning session (periods 1-4). Periods 1-4 feed into the AM session mark.
- Registers are taken within 10 minutes of the start time of each lesson.
- Learners arriving after the lesson start time will be marked as late (L) – which still counts as present. See DfE Attendance Codes – Appendix One.
- Learners with no timetabled AM lessons are coded as **X** for their AM registration mark. See DfE Attendance Codes – Appendix One.

11.6 Afternoon registration

- Learners must arrive at the start time for all timetabled teaching sessions within the afternoon session (periods 5-8). Periods 5-8 feed into the PM session mark.
- Registers are taken within 10 minutes of the start time of each lesson.
- Learners arriving after the start time will be marked as late (L) – which still counts as present. See DfE Attendance Codes – Appendix One.
- Learners with no timetabled PM lessons are coded as **X** for their PM registration mark. See DfE Attendance Codes – Appendix One.

12 Effects of Late Arrival

12.1 When a learner arrives late to the academy, they miss teacher instructions and introductions; this can seriously disadvantage learners. It creates poor habits for life in future employment.

12.2 If a learner arrives late to a lesson, they will be marked with a late mark (L) and the number of minutes late will be noted.

12.3 If a learner accumulates more than 30 minutes lateness over a week, they will be expected to attend a punctuality workshop to support missed learning

13 Authorised Absence

13.1 'Authorised absence' means that the academy has either given approval in advance for a learner to be away from the academy or has accepted an explanation offered afterwards as



justification for absence. The following information outlines the main circumstances where absence may be authorised by the academy.

13.2 Illness

- In most cases, absences for illness which are reported by following the academy's absence reporting procedures will be authorised. That is unless the academy has a genuine concern about the authenticity of the illness.
- If the academy is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.
- Where a learner has a high level and/or frequency of absence, the academy may require suitable evidence in order to authorise any future absence where illness has been given as the reason. If this is the case, the academy will make the parent/carer/s aware of this expectation in advance.
- The reporting of absence due to illness remains the responsibility of the parent/carer. Absences due to illness which have **not** been reported to the academy by the parent/carer on the first and any subsequent days of absence may not be authorised.

13.3 Learners taken ill during the academy day

If a learner needs to be sent home due to illness, this should be by agreement with an appropriately authorised member of academy staff. In such circumstances, contact must be made with the parent/carer to confirm it is safe for the learner to make their own way home, or to make arrangements for them to be collected. This must also be recorded on SIMS register.

13.4 Medical/Dental Appointments

- Learners should try to make appointments outside of academy hours wherever possible. Where appointments during the academy day are unavoidable, the learner should only be absent for the minimum amount of time necessary for the appointment. It is not acceptable for a learner to miss a whole day for an appointment, unless absolutely necessary, in which case the academy will need an explanation as to why this is. The academy recognises that learners with a health condition may have a



higher number of medical appointments than other learners and it is therefore possible that at least some of these appointments may be during the academy day.

All pupils leaving the academy site for a medical appointment must sign out at the office.

- Advance notice is required for medical or dental appointments, unless it is an emergency appointment. Learners should also provide the academy with sight of, or a copy of, the appointment card or letter.

13.5 Religious Observance

- The academy acknowledges the multi-faith nature of the academy community and recognises that religious festivals sometimes fall outside of academy holidays or weekends.
- In accordance with guidance, the academy will authorise one day's absence for a day exclusively set apart for religious observance by the religious body to which the parent/carer belongs – this will be marked with the **R** code.
- Parents/carers should notify the academy in advance that their child will be absent for religious observance, so that the academy knows whether to expect the pupil into school or not.
- If a parent/carer would like their child to be absent for an additional day, around a religious observance, they should contact the academy. The academy will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. If additional absence is authorised, this would be marked with the **C** code.
- The academy will ensure a learner is not penalised for absence due to days of Religious Observance, for example if using attendance rewards.

13.6 Suspensions

- If the academy decides to send a pupil home for a fixed period due to their behaviour, this will be recorded as a suspension. The academy will follow the current [DfE's statutory guidance on exclusions](#).
- Any suspension must be agreed by the Principal.
- The academy will notify the parents/carers of the suspension. If the learner is a Child in Care, the academy will notify the pupil's carer, social worker and the Local



Authority's Virtual School. In other instances, where a pupil is open to Children's Social Care for any reason, the academy will also inform the learner's allocated social worker.

14 Absence Reporting and Response

14.1 First Day of Absence Reporting

- Parents/carers are expected to notify the academy of the reason for their child's absence on each day of absence.
- If a learner is absent due to illness which lasts more than one day, the parent/carer should contact the school each day to provide an update, unless otherwise agreed by the academy.
- *Parents/carers can notify the academy by phone (0117 927117) or by email (attendance@clfpst16.org) stating the learner's full name, date of birth and year group as well as reason for absence ('unwell' is insufficient).*
- The academy may contact parents/carers to discuss a learner's absence in more detail.
- In some cases, the academy may require parents/carers to report absence in a different way – if this is the case, the academy will contact parents/carers to explain this requirement.

14.2 First Day of Absence Response

- ParentLine messages will be sent, at the end of period 1 and period 5, to parents/carers of all learners recorded as unexplained absence (N). This will notify parents that the learner has not arrived at the academy.
- Each day, Heads of College will contact learners/parent/carers where an absence remains unexplained. They will prioritise learners identified as having greater vulnerability (e.g. Children in Care; Care Leavers, Young people who have previously been missing in education).
- If the academy is unable to establish why the pupil is absent and is concerned for the welfare of the pupil, staff may conduct a home visit and/or request a Welfare Check from the police.

14.3 Pre-agreed absence

Parents/carers are not required to contact the academy on the day of an absence if the parent/carer has already formally notified the academy prior to the day of absence and the absence has been agreed in advance. For example, a planned hospital appointment or an



exceptional term time leave of absence which has already been agreed by the Principal in writing.

14.4 Emergency Contacts

During enrolment, learners will be required to supply details of at least two adult emergency contacts. It is the responsibility of the learner and their parent/carer to keep these contact details up to date by communicating with the Head of College team.

15 Following up Unexplained Absences

15.1 The academy will follow up any absences where the parent/carer has not made contact to explain the reason. Following up on unexplained absences can take up a considerable amount of academy resources, therefore, the academy expects parents/carers to report all absences. If a parent/carer does not contact the academy on the morning of each absence, the absence may not be authorised, unless the academy is satisfied there is a good reason why the learner is unable to attend and why the parent/carer was not able to contact the academy by the required time on the day of absence.

15.2 When the academy establishes the reason for the absence, it will be marked as authorised or unauthorised depending on the reason. If the academy is unable to establish the reason for absence, having followed the academy's attendance procedures, the absence will be marked as unauthorised, using the **O** code.

15.3 If a learner is not attending and the academy is unable to establish the reason why and/or confirm the learner's whereabouts, the academy will take appropriate action which will depend on the circumstances of each case. This could include, but is not limited to: contacting the learner's emergency contacts, or other contacts of the family who the academy reasonably expect may be able to advise of the learner's whereabouts; contacting other professionals; contacting siblings' schools; home visits to the family address; making enquiries with neighbours; requesting a Welfare Check from the police; and making referrals to Children's Social Care.

16 Rewarding Good and Improved Attendance

16.1 The academy recognises that rewarding good and improved attendance should be carefully considered in order to ensure it does not make learners who have poor attendance, feel marginalised, worried or guilty about their low attendance rate and/or its impact on the learner's own learning.

16.2 The academy will regularly review any reward systems to ensure they are not negatively impacting on individual learners or groups of learners.

17 Support for School Attendance

17.1 Communicating with parents/carers where attendance is a concern

When the academy has concerns about the attendance of a learner, staff will do their best to make the parents/carers aware of the concerns about their child's attendance in the most



accessible way possible, communications will be provided in accessible formats and can be offered in different languages if requested.

17.2 Learners who are reluctant to attend

- Sometimes learners can be reluctant to attend. The academy encourages parents/carers and pupils to be open and honest about the reason for the learner's absence. If a young person is reluctant to attend, it is never better to cover up their absence or for a parent/carer to give in to pressure to let the young person stay at home. This can give the impression to the young person that attendance does not matter and can make things worse. The academy needs to understand the reasons why a learner is reluctant to attend, in order to be able to support learners and parents/carers in the best way.
- The academy's aim is to work in partnership with parents and carers to remove barriers to good attendance. Staff strive to establish good working relationships with the families of our pupils through good communication and regular meetings to address on-going attendance concerns. If necessary, staff signpost our families to specialist support services who can work with the family and academy in a multi-agency approach.

17.3 Peer on Peer Abuse

- All pupils have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, degrade or abuse them physically, verbally, and emotionally both in person and online. There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. Differences including race, religion, gender, sexual orientation and ability are absolutely repudiated as reasons for bullying.
- The academy recognises that a pupil may be reluctant to attend if they are experiencing any kind of peer on peer abuse. The academy constantly strives to promote a positive and inclusive culture where all pupils feel valued, have a strong sense of 'belonging' and are fully supported if things go wrong.
- The academy takes all reports of peer on peer abuse extremely seriously. All incidents will be investigated, appropriate measures will be taken for all pupils involved, including working with and making referrals to external agencies where appropriate.
- The academy recognises that peer on peer abuse is a rarely-witnessed event, and that the most likely source of information will be through hearsay (either direct from the victim, or indirectly through witnesses or parents).
- If a parent/carer thinks their child is experiencing peer on peer abuse, or is concerned their child may be involved in peer on peer abuse in any way, they are encouraged to



report this to the academy as quickly as possible, so that appropriate measures can be taken.

- Please see the academy's Safeguarding Policy and Behaviour Policy and Safeguarding Policy for more information on how peer on peer abuse is addressed.

17.4 Children in Care

- Foster Carers do not have parental responsibility for the children in their care, although they are responsible for ensuring their regular school attendance.
- If a Child in Care is not attending the academy, or there are concerns about their attendance, the academy will seek advice from the Local Authority's Virtual School and the child's social worker, as well as communicating with the pupil and foster carer.

17.5 Disability Related Absence

- The academy will ensure 'reasonable adjustments' are made for disabled learners (defined as those with a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities'). This may include changes to the physical environment, curriculum or the way information is provided, as well as providing auxiliary aids and equipment, or tailored services.
- The academy recognises that some disabled learners may need additional support to attend regularly and that, for some pupils, they may have more absence due to their disability, for example due to attending medical appointments. The academy will ensure disabled learners are not penalised for absence related to their disability and will support the learner and family to access support from external agencies where appropriate.

17.6 Young Carers

The academy recognises that learners who are Young Carers may have caring responsibilities that impact on their punctuality and/or attendance. Where this is the case the academy will work with the learner and family to encourage them to access appropriate support, including direct support from Young Carers and any other support the learner and family may need; the academy will also provide support in school where appropriate.

17.7 Pregnant Learners and Learners who are Young Parents

- Learners who are pregnant, or who have had a baby, should still be encouraged to attend the academy wherever possible, but may need additional support to do so. The academy will work together with the learner and family to come up with a plan of support to ensure the learner continues to attend the academy wherever possible. Where a pregnant learner or young parent learner is not attending, the academy will take a supportive approach to help ensure, as far as possible, the learner's continuity of education. The academy will seek advice from the Local Authority if a learner cannot attend the academy due to their pregnancy, or because they have a baby to care for.



- A designated member of academy staff will be allocated to act as an advocate and assist the student to take responsibility for her/his continuing education.

17.8 Parents who live separately

Where appropriate, the academy will involve all parents/carers in order to ensure each are aware of their child's attendance pattern and are able to support the learner's attendance to improve.

17.9 Complex Family Circumstances

- In cases where poor attendance is symptomatic of complex family circumstances, the academy will take a holistic approach to the issue and involve other agencies as necessary.
- If the academy has safeguarding concerns about a learner who is absent, staff will share information with other agencies as deemed necessary.

17.10 Formal non-attendance process

Where there are continued concerns about a learner's attendance which are not resolved informally, parents/carers may be asked to meet with the academy to discuss the matter more formally. In some cases, this may result in a formal action plan being produced. The academy may also invite other involved professionals, where relevant.

18 Leave of Absence – leave requests and sanctions for unauthorised absence

18.1 Learners should not be absent during term time for holidays, or other absence such as trips and visits, unless exceptional reasons apply. The academy will not authorise any leave of absence in term-time unless satisfied the reason for absence is exceptional. The academy will consider each application individually.

18.2 Parents/carers are asked not to make plans to take their child out of the academy without making a request to the academy first. The request should be made by the parent/carer with whom the child normally lives.

18.3 Parents/carers wishing to request leave for their child should complete a Leave of Absence Request form which is available from the academy. The request should be submitted as soon as it is anticipated; and, wherever possible, at least four weeks before the absence.

18.4 Parents may be required to provide the academy with additional evidence in order to support a leave of absence request.

18.5 The academy will consider the individual facts and circumstances of the case; following consultation with other staff as required, including the Designated Safeguarding Lead (DSL).

18.6 A leave of absence is granted entirely at the academy's discretion.

18.7 The absence should be for the shortest time possible – if an absence is agreed, the Principal will decide how many days of absence will be authorised. If the pupil is absent for more days than were authorised by the academy, the remaining days absent will be recorded as unauthorised absence.



18.8 Any holidays and other absence such as trips and visits which have not been agreed by the academy will be recorded as unauthorised.

18.9 If the academy has any concerns about possible safeguarding risks, staff will follow the necessary protocols. (See the academy's Safeguarding Policy for more information.)

19 Unauthorised Absence

19.1 Unauthorised absence is where the academy is not satisfied with the reason given for the absence, or where no reason has been provided.

19.2 Unauthorised absence includes (but is not limited to) absences due to:

- Reasons which have never been properly explained to the academy
- Shopping
- Having a hair-cut
- Birthdays
- Waiting at home for something to be fixed, or a parcel to be delivered
- Parent/carer's or sibling's illness (unless very exceptional circumstances apply and have been agreed in writing by the academy)
- Day trips
- Holidays in term time (unless exceptional circumstances are agreed in writing, in advance, by the academy – see 'Leave of Absence' section).

19.3 Where the academy has cause for concern about the actual reason for a pupil's absence, staff may seek additional information or evidence from parents/carers regarding the absence, and/or make a home visit in order to verify the reason. If the reason cannot be verified and the academy has cause to believe the reason given for absence may not be genuine, parents/carers may be asked to provide satisfactory proof of the reason before the academy authorises the absence. If satisfactory proof is not provided, the school may record the absence as unauthorised.

20 Mental Health, Wellbeing, Special Educational Needs and Disability

Under the Equality Act 2010, schools are required to make ‘reasonable adjustments’ for disabled pupils (defined as those with a ‘physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.) This may include changes to the physical environment, curriculum or the way information is provided, as well as providing auxiliary aids and equipment, or tailored services. Failure to make appropriate adjustments may impact on a learner’s attendance.

Need	Action	Contact Information
Mental health and wellbeing	Parents/carers who have concerns about their child’s mental health and wellbeing can contact the academy’s Designated Safeguarding Lead (DSL).	Safeguarding@clfpost16.org 0117 988 2525
Identified special educational needs or disability (SEND)	Parents/carers are encouraged to contact the academy’s Special Educational Needs Co-ordinator (SENCO) should they have any concerns about their child. Any pupils with SEND should have attendance issues considered as part of their individual support plans or Education Health and Care Plans; attendance should be part of any subsequent reviews.	0117 988 2525
Unidentified SEND	Parents/carers who think their child may have unidentified special educational needs are also encouraged to contact the academy’s SENCO.	0117 988 2525
Urgent health concerns	Parents/carers should contact their GP or the NHS Helpline by phoning telephone number 111 for advice if they are concerned about their child’s mental or physical health and wellbeing. In case of emergency parents/carers should dial 999. After seeking emergency advice and support, parents should also let the academy know as soon as is practicable.	Phone GP/111/999 attendance@clfpost16.org
Health needs impacting on attendance	If a pupil is frequently absent from the academy due to particular health need/s the academy may ask to meet with parents/carers (and other professionals where appropriate) to draw up an Individual Healthcare Plan to support the pupil’s attendance. See the academy’s Supporting Pupils with Medical Conditions Policy for more information. (https://post16.clf.uk/wp-content/uploads/Final-CLF-Supporting-Pupils-With-Medical-Conditions-Policy-April-20.pdf).	0117 988 2525



	Also see DfE guidance Supporting pupils at school with medical conditions - December 2015 for more information.	
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21 Phased Return to Full-Time Education

- 21.1 In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a learner's individual needs. For example, where a medical condition prevents a learner from attending full-time education and a part-time timetable is considered as part of a re-integration package.
- 21.2 If, for any reason, the academy is unable to provide a learner with full-time education due to the learner's needs, staff will work with the learner, parents/carers and other agencies where appropriate, to come to an arrangement that is deemed to be in the best interests of the young person wherever possible.
- 21.3 Any part-time timetable should be in place for the shortest amount of time possible, it must not be treated as a long-term solution. It should be reviewed at least every two weeks, whilst arrangements are made to support the learners return to full-time education at the academy or, where appropriate, at alternative provision.
- 21.4 A decision to place a pupil on a part-time timetable should be approved by the Principal and must be agreed by the parents/carers. The SENCO and DSL, as well as any other relevant members of staff, should also be aware of such arrangements and involved with decision making where appropriate. Discussions and agreements should be clearly documented in writing and relevant information should be recorded in SIMS and CPOMS. The academy will be mindful of any additional safeguarding risks to the pupil when they are not timetabled to attend school and will therefore consider carefully whether a part-time timetable is an appropriate measure.
- 21.5 If the pupil's part-time timetable means the pupil is expected to arrive at the academy after the register closes in the morning and/or be absent for the academy's afternoon registration period, any such am and/or pm registrations must be recorded with the C code 'Leave of absence authorised by the school'.



22 Approved Educational Activity (AEA) including work experience

22.1 When learners are attending educational activities off the academy site, that have been approved by the academy, the register will be marked to show this is the case. (See [DfE School Attendance – Main Guidance](#) for more information.)

22.2 Approved Sporting Activity

If a learner is participating in a supervised sporting activity off the academy site, which is of an educational nature, approved by the academy and supervised by someone authorised by the Principal, such activity should be marked using the **P** code 'Approved Sporting Activity'.

22.3 Unable to attend due to exceptional circumstances (as set out in DfE guidance)

In accordance with the [DfE School Attendance – Main Guidance](#), the academy will record learners as code **Y** 'Unable to attend due to exceptional circumstances' in the following circumstances (such circumstances are not recorded as absences):

- The academy site, or part of it, is closed due to an unavoidable cause
- A local or national emergency has resulted in widespread disruption to travel which has prevented the learner from attending the academy.
- The learner is in custody, but still on the academy's roll. (If the academy has evidence that the learner is attending educational activities, those sessions can be as 'present at approved educational activity').

23 Children Missing Education (CME) and removing pupils from roll

23.1 If the academy has reason to believe the learner may no longer be living at the address held on record and staff are unable to confirm the whereabouts of the learner through the academy's usual processes, staff will notify the LA NEET provision and/or police.

23.2 If a parent/carer notifies the academy in writing that the learner and family are moving out of the area and the learner no longer requires a place, the academy will remove the learner from roll from the date of moving and will, at the same time share relevant information with new education destination.

23.3 Should the learner not move to another provider and become NEET (Not in Education, Employment or Training), the learner, parent/carer and careers officer will meet to discuss next steps. The learner will be referred to engage in a 6-week programme with the careers officer to support positive progression. Heads of College will also refer on to the Youth Employment Service using the relevant LA process.

23.4 The academy will seek advice from the LA if unsure about any individual cases: childrenmissingeducation@southglos.gov.uk

23.5 When removing a learner from roll due to Elective Home Education (EHE) or Permanent Exclusion the academy will also follow the relevant LA EHE and Exclusion notification processes.

23.6 If a learner on roll lives in a different LA area, the academy will follow the other LA's processes where appropriate.



24 Reporting to Parents/Carers

The academy will include each pupil's attendance information in each report. There are four assessment points each year. If parents/carers wish to see a copy of their child's attendance summary at any other time in the year, they can request a copy from their child's Head of College or by emailing attendance@clfpst16.org

Where a learner's attendance falls below 95%, parents/carers will be contacted, unless there is a good reason not to. For further information see Appendix 3 -Attendance and Punctuality Process Matrix.

25 Recording Information on Attendance and Reasons for Absence

25.1 All absences are recorded in the academy's attendance register in the Management Information System, SIMS. Information about the reason for the absence, how it was reported and by whom, and any additional information pertinent to the absence may also be recorded.

26 Policy Monitoring Arrangements

26.1 This policy will be reviewed every 3 years by Attendance Lead or more frequently if there are changes to legislation and guidance. At every review, the policy will be shared with the Academy Council.

Appendix 1 – Department for Education (DfE) Attendance Codes

CODE	DESCRIPTION	MEANING
/	Present (AM)	Present
\	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence
D	Dual registration (i.e. pupil attending another school or PRU)	Not counted in possible attendances
E	Excluded (no alternative provision made)	Authorised absence
G	Family holiday (NOT agreed <u>or</u> days in excess of agreement)	Unauthorised absence
H	Family holiday (agreed)	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J	Interview	Approved Education Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Other unauthorised absence (not covered by other codes or descriptions)	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
Q	Independent study sessions	Authorised absence



CODE	DESCRIPTION	MEANING
R	Day set aside exclusively for religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
U	Late (after registers closed)	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience (not work based training)	Approved Education Activity
X	Un-timetabled sessions for non-compulsory school age pupils	Not counted in possible attendances
Y	Where the school site, or part of it, is closed due to unavoidable cause; or the transport provided by the school or local authority for pupils (who do not live with walking distance) is not available; or where a local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending school; or a pupil is detained in custody for less than four months.	Not counted in possible attendances
Z	Pupil not yet on roll	Not counted in possible attendances
#	School closed to all pupils	Not counted in possible attendances

Appendix 2 – Roles and Responsibilities

The CLF Board

The Board is responsible for approving the CLF template policy.

The Academy Council

The Academy Council is responsible for approving local adaptations to the CLF template policy and monitoring its implementation and effectiveness.

The Academy Council is responsible for monitoring attendance figures for the whole academy at least 6 times a year. It also holds the Principal to account for the implementation of the attendance policy.

The Principal

The Principal is responsible for ensuring this policy is implemented consistently across the academy, and for monitoring academy-level absence data and reporting it to academy council.

Special Educational Needs Co-ordinator (SENCO)

Meeting with the Academy Attendance Officer/Team to review the attendance of the pupils on the academy's Vulnerable List/SEND Register and agreeing any action needed.

CLF Post 16 Staff roles relating to attendance (see table below)

Role	Routine	When	Interventions
CLF Central	<ul style="list-style-type: none"> Provides Weekly Attendance Tracker to the academy 	Weekly (mon)	<ul style="list-style-type: none"> AMs & HoC to monitor week on week attendance to support Stage Actions
Data	<ul style="list-style-type: none"> ABI shared weekly 	Weekly (mon)	<ul style="list-style-type: none"> Zoe to monitor Stage 1 attendance issued and send letters accordingly HoC to monitor to support Stage Action escalation & QA AMs
Attendance Officer	<ul style="list-style-type: none"> Absence line/e-mail 	Daily	<ul style="list-style-type: none"> Update registers and chase up parental authorisation
	<ul style="list-style-type: none"> N codes daily 	Daily	<ul style="list-style-type: none"> HoC to follow up – prioritising SG and override in SIMs
	<ul style="list-style-type: none"> Prior week data N codes report (Mon-Fri) 	Weekly	<ul style="list-style-type: none"> AMs to discuss and make notes, HoC to pick up in last 15 minute of session
	<ul style="list-style-type: none"> Prior week data minutes late reports (Mon-Fri) 	Weekly	<ul style="list-style-type: none"> AMs to notify students/HoC to hand out slips confirming location
	<ul style="list-style-type: none"> Subject attendance reports (Mon-Fri) 	Weekly	<ul style="list-style-type: none"> SILs to follow up through line management
	<ul style="list-style-type: none"> L2 reports for LA to take to BBA for AM Tues 	Weekly	<ul style="list-style-type: none"> AM to monitor week on week attendance to support Stage Actions
	<ul style="list-style-type: none"> Override legacy N codes with O before end of day Friday 	Weekly	<ul style="list-style-type: none"> Removes N codes prior to Blackbox data collection
	<ul style="list-style-type: none"> Home visits 	Weekly	<ul style="list-style-type: none"> Third day of non-contact triggers home visit with HoC



DSL&Attendance Lead	<ul style="list-style-type: none"> Y12 & 13 punctuality workshop for 30+ minutes late Meet with HoC to evaluate impact of interventions and identify trends and challenges Meet with Attendance officer to identify trends and monitor PA Amend Attendance (and associated) policy Report impact to AAP 	Weekly (wed/ fri)	<ul style="list-style-type: none"> Y13 punctuality workshops 5/6 Wednesday i3 Y12 punctuality workshops 5/6 Friday CnG3
HoC	<ul style="list-style-type: none"> Review attendance concerns from previous week Monitor Stage 1 reviews 	Daily	<ul style="list-style-type: none"> Follow up any Behaviour Policy Stage 2+ attendance reviews
	<ul style="list-style-type: none"> Y12 Intervention for target groups Wednesday P5/6 Y13 Intervention for target groups Friday P5/6 	Weekly	<ul style="list-style-type: none"> Resilience Stress/anxiety Time Management Organisation
AM	Attendance reviews: <ul style="list-style-type: none"> 2 weeks below 95% log Cause for Concern in 'behaviour' SIMs further 2 weeks below 95% log Stage 1 in 'initiatives' and add review date (2 weeks) in comments in SIMs review after 2 weeks and if improvements (95%+) log in initiatives 'Taken off Stage 1 attendance' review and if improved but not over 95% log in initiatives 'Extend Stage 1 attendance' review after 2 weeks if not improved escalate to Stage 2 log in initiatives 'Escalate to Stage 2 attendance' 	Weekly	SIMs logs in behaviour management (see back for categories): Achievement Behaviour Initiative
	ABI reviews & 1:1: <ul style="list-style-type: none"> Achievement praise Behaviour discussion Initiatives discussion 	Weekly	SIMs logs in behaviour management (see back for categories): Achievement Behaviour Initiative
Teacher	<ul style="list-style-type: none"> Logs concerns re: attendance & punctuality 	Daily	<ul style="list-style-type: none"> Logs concerns re: attendance & punctuality
	<ul style="list-style-type: none"> Communicates by e-mail to check in if student absent for more than one lesson. 	Daily	<ul style="list-style-type: none"> E-mails missed work to support catch-up
	<ul style="list-style-type: none"> Regular update of registers, logs late minutes 	Daily	<ul style="list-style-type: none"> Supports accurate intervention for lates
	<ul style="list-style-type: none"> Checks daily registers for any errors 	Daily at end	<ul style="list-style-type: none"> Corrects any mistakes - avoids follow up

Appendix 3 – Attendance and Punctuality Process Matrix

	Student Behaviour	Action	Who	Evidence
Cause for Concern	Initial concerns about: Attendance below 95% Punctuality 30 mins late pw	Teacher interventions likely to include: <ul style="list-style-type: none"> 1-2-1 conversation with learner to raise concerns. Supportive measures put in place to improve attendance / punctuality. 	Academic Mentor Teaching staff Head of College Attendance officer	Behaviour log of support given
Stage 1 (2 weeks)	Multiple concerns around: Attendance below 95% Punctuality 30 mins late pw	<ul style="list-style-type: none"> Academic mentor and learner will meet and identify reasons for lateness/non-attendance and learner will suggest and agree criteria and support for improvement Learner will review progress towards agreed criteria weekly for 2 weeks with Academic Mentor Academic Mentor will log commencement and result of attendance plan on SIMS 	Academic Mentor Admin Apprentice	Behaviour logs of weekly intervention Stage 1 letter sent home to Parents / Carers by Admin Apprentice
Stage 2 (2 weeks)	Continued concerns and unsatisfactory improvement following Stage 1 including persistent poor attendance and punctuality	<ul style="list-style-type: none"> Head of College and learner will meet and identify reasons for continued lateness/absence and learner will suggest and agree criteria for improvement Learner will review progress towards agreed criteria, weekly, for 2 weeks with Head of College Head of college will log commencement and result of attendance plan on SIMS 	Head of College Admin Apprentice	Behaviour log of intervention Stage 2 letter sent home to Parents / Carers by Admin Apprentice



<p>Stage 3 (2 weeks)</p>	<p>Continued concerns and unsatisfactory improvement following Stage 2 including persistent poor attendance</p>	<ul style="list-style-type: none"> • Head of College and Attendance Lead will meet with learner and parent/carer and identify reasons for continued lateness/absence and agree criteria for improvement • Learner will review progress towards agreed criteria, weekly, for 2 weeks with Head of College • Attendance Lead will log commencement and result of attendance plan on SIMS 	<p>Attendance Lead/Associate Assistant Principal Admin Apprentice</p>	<p>Behaviour log of intervention Stage 3 letter sent home to Parents / Carers by Admin Apprentice</p>
<p>Following Stage 3 - Principal will review a student progress with staff, to inform next steps.</p>				
<p>Stage 4 (Exit) Principal</p>	<p>Continued concerns or unsatisfactory improvement following Stage 3</p>	<ul style="list-style-type: none"> • Final meeting with student, Parent and Principal (other staff as necessary) to determine support plan for alternative provision. 	<p>Principal/Senior Leadership Team</p>	<p>Behaviour log of intervention Letter home summarising outcome.</p>