QUEEN ELIZABETH'S GRAMMAR SCHOOL

Ashbourne, Derbyshire

Attendance Policy

Prepared by:	Stacy Corboz
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Approved by:	Scott Garrity

Contents

1.0 Statement of Intent

"Every day in school is a step toward success—attendance today, achievement tomorrow!"

At Queen Elizabeth's Grammar School we believe that good attendance supports the school values of Question, Explore, Give and Succeed.

The school will strive to provide a welcoming, caring environment, whereby each member of the school community is treated with unconditional positive regard.

All school staff will work with and support students and their families to ensure each student attends school regularly and punctually. The school target for all students is 95%.
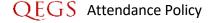
The school will establish an effective system of incentives and rewards acknowledging the efforts of students to improve their attendance and timekeeping and will challenge the behaviour of those students and parents who give low priority to attendance and punctuality.

To meet these objectives Queen Elizabeth's Grammar School will establish an effective and efficient system of communication with students, parents, and appropriate agencies to provide mutual information, advice and support.

All attendance and punctuality monitoring procedures are applicable to all Sixth Form students.

2.0 Principles

1. To improve the overall percentage of students at school.

2. To make attendance and punctuality a priority for all those associated with the school including students, parents, teachers and governors.

3. To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.

4. To provide support, advice and guidance to parents and students.

5. To develop a systematic approach to gathering and analysing attendance related data.

6. To further develop positive and consistent communication between home and school.

7. To implement a system of rewards and sanctions.

8. To promote effective partnerships with other services and agencies.

9. To recognise the needs of the individual student when planning reintegration following significant periods of absence

2.1 The Importance of School Attendance

➢ *Academic Achievement:* Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.

➢ *Knowledge Acquisition:* School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.

➢ *Social Development:* School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.

➢ *Building Routine:* School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.

➢ *Teacher Interaction:* Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.

➢ *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.

➢ *School Engagement:* Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.

➢ *Legal and Parental Responsibility:* Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.

➢ *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.

3.0 Regulatory Framework

This policy meets the requirements of the school attendance guidance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- The Education Act 1996
- The Education Act 2002
- The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010

- The Education (Pupil Registration) (England) (Amendment) Regulations 2011
- The Education (Pupil Registration) (England) (Amendment) Regulations 2013
- The Education (Pupil Registration) (England) (Amendment) Regulations 2016
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- DfE Working Together to Improve School Attendance (2024)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

This policy complies with our funding agreement and articles of association.

4.0 School Procedures

What to do if…

…Your child is unwell and unable to attend school

If your child is unwell at home and unable to attend school because of illness, then you must phone the school to report the absence before 9.00am. To do this simply phone *01335 343 685 and press 1 to speak to Student Services*. If the period of absence is greater than 3 school days you must complete a reason for absence form. This will be given to students, by their Form Tutor, on their return to school as part of their reintegration process and should be returned promptly back to their tutor. Provided that the reason for absence falls within the regulations set down by the Department for Education, the absence will be recorded as 'authorised'. Absence that falls outside these regulations or is not supported by the return of the reason for absence form, is deemed to be 'unauthorised' and will be recorded as such.

…Your child has a medical appointment during the school day

We request that all medical/dental appointments are sought out of school hours where possible, so as not to impact on attendance. However, if your child has an appointment during the school day they should bring copy of their appointment letter (if applicable) and/or a letter from home explaining the need to leave school early that day. Your child will need to have this letter signed by their Progress Leader and take it to Student Services to sign out at the agreed time.

4.1 Attendance Register

Legal Framework
This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. Queen Elizabeth's Grammar School adhere to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil

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can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

A child is of compulsory school age at the beginning of the term following their 5th birthday. A child ceases to be of compulsory school age on the last Friday in June of the year in which they reach the age of 16.

By law, all schools (except those where all pupils are boarders) are required to keep an attendance register, and all pupils must be placed on this register.

The attendance register will be taken at the start of the first session of each school day and once during the second session. It will mark whether every pupil is:

• Present

• Attending an approved off-site educational activity

• Absent

• Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

• The original entry

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- The amended entry

- The reason for the amendment

- The date on which the amendment was made

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

See appendix 1 for the DfE attendance codes.

Every entry in the attendance register will be preserved for 3 years after the date on which the entry was made.

School Day

Pupils must arrive in school by 8:50 on each school day.

School Day Timings 2024-25	
Form Time	08.50 - 09.05
Lesson Changeover	09.05 - 09.10
Period 1	09.10 - 10.25
Break A	10.25 - 10.45
Period 2	10.45 - 12.00
Lunch	12.00 - 12.40
Period 3	12.40 - 13.55
Break B	13.55 - 14.10
Period 4	14.10 - 15.20

The register for the first session will be taken at 8:50. The register for the second session will be taken at 12:40pm.

Section 444 of the Education Act 1996, states that if a child of compulsory school age, who is a registered student at a school, fails to attend regularly at the school, his/her parent is guilty of an offence.

4.2 Leave of Absence

- The Government issued new regulations in September 2013 regarding Leave of Absence; The Education (Pupil Regulations) (England) Regulations 2006 as amended by Education (Pupil Regulations) (England) (Amendment) Regulations 2013

- Head teachers shall not grant any Leave of Absence during term time unless they consider there are exceptional circumstances relating to the application.

- Parents do not have any entitlement to take their children on holiday during term time. Any

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application for leave must establish that there are exceptional circumstances and the Head Teacher must be satisfied that the circumstances warrant the granting of leave.

• Head Teachers will determine how many school days a child may be absent from school if the leave is granted.

• The school can only consider applications for Leave of Absence which are made by the resident parent. i.e the parent with whom the child normally resides.

• Applications for Leave of Absence must be made in advance and failure to do so will result in the absence being recorded as "unauthorised". This may result in legal action against the parent, by way of a Fixed Penalty Notice.

• Applications for Leave of Absence which are made in advance and refused will result in the absence being recorded as "unauthorised". This may result in legal action against the parent, by way of a Fixed Penalty Notice, if the child is absent from school during that period.

All matters of unauthorised absence relating to a Leave of Absence will be referred to Derbyshire County Council

• The Attendance, Compliance and Enforcement Service have the authority to consider issuing Fixed Penalty Notices for Leave of Absence in line with DCC guidance. (https://www.derbyshire.gov.uk/education/schools/attendance-behaviour-welfare/attendance-exclusion-and-support.aspx)

Each application for a Leave of Absence will be considered on a case-by-case basis and on its own merits. Please find a link to the form here: https://www.queenelizabeths.derbyshire.sch.uk/parents/attendance/

Details of the National Framework for Penalty Notices
https://www.derbyshire.gov.uk/education/attendance-missing-home-education/school-attendance/school-attendance.aspx

The threshold for when a school should consider next steps is 10 sessions (5 school days) of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be made up of any form of unauthorised absence, including late after close of register (attendance code U) and odd days of unauthorised absence (attendance code O) which add up to 5 days within a 10-week period.

At this point, the school will consider if it's likely that the attendance will improve with further support. They may then decide to refer the case to us for formal monitoring. This may proceed to legal action if the attendance does not improve.

An attendance contract is a formal agreement between parents and the school or local authority to address irregular attendance, providing support as an alternative to prosecution. It is not legally binding but serves as a

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formal route to secure engagement with support when voluntary early help plans have not worked. An attendance contract aims to offer support rather than punishment.

If voluntary support or attendance contracts are unsuccessful, an Education Supervision Order (ESO) can provide formal legal intervention without prosecution. Before proceeding with an ESO, the school and local authority should exhaust voluntary support options and ensure the order would benefit the pupil and parent. Persistent non-compliance with an ESO can lead to prosecution in the Magistrates Court by the local authority. Upon conviction, parents may face fines of up to £1,000.

Local authorities have the power to prosecute parents for various offences related to attendance:
Failure to comply with a school attendance order may result in fines of up to £1,000. Failure to secure regular attendance at school or alternative provision may lead to fines of up to £2,500 and/or imprisonment. Persistent non-compliance with an Education Supervision Order may result in fines of up to £1,000.

Penalty Notices (Anti-Social Behaviour Act 2003)

Penalty Notices will be considered when:

• A student is absent from school for the purpose of a holiday in term time and the absence has not been authorised.

• Amendments have been made to the 2007 penalty notices regulations in the Education (Penalty Notices) (England)

• (Amendment) Regulations 2013. These amendments came into force on 1 September 2013.

• The 2007 regulations set out the procedures for issuing penalty notices (fines) to each parent who fails to ensure that his/her children's regular attendance at school.

• The penalty is £80 for those who pay within 21 days and £160 for those who pay within 28 days. Parents who do not pay a fine within 28 days may be prosecuted.

• The procedure for issuing Penalty Notices will be in accordance with the Local Authority's Penalty Notice Protocol.

4.3 Unplanned Absence

Parents must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by or as soon as practically possible (see also section 6).

Parents can do this by contacting the reception help desk at Queen Elizabeth's Grammar School on 01335 343 685 option 1.

Absence due to illness will be authorised unless the school has a genuine concern about the authenticity of the illness.

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If the authenticity of the illness is in doubt, the school may ask parents to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

4.4 Medical or Dentist Appointments

Missing registration for a medical or dental appointment is counted as an authorised absence; advance notice is required for authorising these absences.

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

Please notify the school at least 24 hours in advance where appointments have been made. Please notify via telephoning **01335 343 685 and press 1 to speak to Student Services.** Applications for other types of absence in term time must also be made in advance. Information relating to whether the school can authorise such absences can be found in section 4.

4.5 Lateness and Punctuality

A pupil who arrives late but before the register has closed will be marked as late, using the appropriate code.

A pupil who arrives after the register has closed will be marked as absent, using the appropriate code.
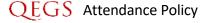
Students who arrive late to school will have points deducted. Persistent lateness will also result in them making the time back during their social times.

4.6 Following Up on Absence

The school will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use.

If a child is absent from school, without notification from the parent/carer, the following will be initiated by the Deputy Heads of Year and Attendance Team:
- Parents/carers are asked to respond to let us know of the reason their child is absent.
- This may be followed up with a phone call from the Attendance team to verify the reasons for absence and whether additional support is needed.

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(See 'First Day Response' protocol for further detail on subsequent actions)

If a child is absent for 3 days in a row due to illness or other circumstances, a member of the pastoral team may phone home out of courtesy, to see if there is anything further the school can do to support.

In the event of unexplained or prolonged absences reaching the threshold of 10-days, the school will implement safeguarding measures where students are required to be seen and accounted for at least once every ten school days. This may involve direct contact with the student at school, or a home visit conducted by the school's safeguarding team.

When a pattern of absence is at risk of becoming, or becomes, problematic the school will review the reasons of absence. The school will support students 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 students and parents to access any support they may need voluntarily.

Threshold of Attendance letters to be issued:

Letter 1	5-10 days absence
Letter 2	10-14 days absence
Letter 3	15-18 days absence

4.7 Persistent Absence (Including truancy)

A student becomes a 'persistent absentee' (PA) when their attendance drops below 90% for any reason. Once a child has reached 19 days of absence, they will be considered Persistently Absent for the year. Absence at this level is causing considerable damage to a child's educational prospects.

All students who are PA or are considered to be on track to becoming PA, will be referred to the school's pastoral and attendance team, and may also be referred to appropriate external agencies for targeted support.

If parents fail to engage with support and their child continues to have unsatisfactory attendance, a request may be made to the Local Authority to pursue legal proceedings.

Parents found guilty in a Magistrates' Court of failing to secure their child's regular attendance at school under the provisions of the Education Act 1996, will receive a criminal record and a maximum penalty of a £1000 fine under a Section (1) offence and a £2500 fine and up to a 3-month prison sentence, under a Section (1a) offence.

5.0 Authorised and Unauthorised Absence

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Absence Definitions

• Arrival at school after the register has closed.
• Not attending school or agreed provision for any reason.

Authorised Absence

• An absence for sickness for which the school has granted leave.
• Medical or dental appointments which unavoidably fall during school time,
for which the school has granted leave.
• Religious or cultural observances for which the school has granted leave
• An absence due to a family emergency

Unauthorised Absence

• Parents keeping children off school without reason, or for a reason which the school does not deem appropriate.
• Truancy before or during the school day.
• Absences which have never been properly explained..
• Arrival at school after the register has closed.
• Absence due to day trips and holidays in term-time which have not been
   Agreed.
• Absence where the child has not engaged with a reintegration plan.
• Absence where the family is subject to an Attendance Contract.

Deletions from the Register

In accordance with the Education (Student Registration) (England) Regulations 2006, students will only be deleted from the register when one of the following circumstances applies:

• The school is replaced by another school on a School Attendance Order.
• The student has ceased to be of compulsory school age.
• Permanent exclusion has occurred, and procedures have been completed.
• The death of a student.
• A student has transferred between schools.
• A student is withdrawn to be educated outside the school system.
• Failures to return from an extended holiday after both the school and the local authority have tried to locate the student.
• A medical condition prevents their attendance and return to the school before ending compulsory school-age.
• 20 days of continuous unauthorised absence have occurred, and both the local authority and school have tried to locate the student.
• A student has left the school, but it is not known where he/she has gone after both the school and the local authority have tried to locate the student.

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5.1 Granting Approval for Term-Time Absence

Headteachers may not grant any leave of absence to pupils during term time unless they consider there to be 'exceptional circumstances'.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. A leave of absence is granted entirely at the headteacher's discretion.

Valid reasons for authorised absence include:

Illness and medical/dental appointments.

Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart

Traveller pupils travelling for occupational purposes – this covers Roma, English, and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers. Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision.
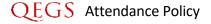
6.0 Attendance and Monitoring

The attendance officer monitors pupil absence on a daily basis.

The persistent absence threshold is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil will be classified as a persistent absentee.

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

Data will be drawn from go4schools and other relevant platforms utilized by the school to monitor and track Attendance to inform improvement strategies.

- The whole school cohort and Individual year groups.

- Individual pupils.

- Demographic groups, e.g., pupils from different ethnic groups or economic backgrounds.

- Other groups of pupils, e.g., pupils with SEND, LAC, and pupils eligible for FSM.

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- Pupils who have an allocated social worker or are known to social care.

- A pupil who is absent for prolonged periods, or repeated occasions, which may indicate a safeguarding concern, such as CSE or CRE, particularly county lines.

- Pupils at risk of PA.

- Pupils at risk of SPA.

Staff will monitor and review students' attendance through the following roles:

Attendance Threshold	Member of Staff
100% - 90%	Form tutor
90% - 50%	Deputy Head of Year / Attendance Lead
50% - 0%	Safeguarding Team / Attendance Lead

7.0 Roles and Responsibilities

Roles and Responsibilities are outlined in the DfE's Summary Table of Responsibilities for School Attendance (August 2024).

Contact details of key staff

Name of Staff Member	Roles and Responsibilities	Contact Details
Stacy Corboz	Attendance Lead	corboz@queenelizabeths.derbyshire.sch.uk
Helen Meadows Gemma Kelly	Pastoral Administration	pastoralsupport@queenelizabeths.derbyshire.sch.uk
Scott Garrity	Safeguarding Leader (DSL)	safeguardingteam@queenelizabeths.derbyshire.sch.uk
Nick Flux	Governor for School Attendance.	Clerk to Governors Griffiths-Brown@queenelizabeths.derbyshire.sch.uk

7.1 Governors

The governing board is responsible for monitoring attendance figures for the whole school on at least a termly basis. It also holds the headteacher to account for the implementation of this policy.

Policy Development: Governors/trustees collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.

Statutory Compliance: Governors/trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance

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regulations.

Strategic Oversight: Governors/trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

Monitoring Attendance Data: Governors/trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

Accountability: Governors/trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.

Policy Implementation: Governors/trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.

Setting Targets: Governors/trustees collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.

Reviewing Interventions: Governors/trustees assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.

Parental Engagement: Governors/trustees support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.

Training and Development: Governors/trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

Safeguarding: Governors/trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

Community Links: Governors/trustees may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.

Challenge and Support: While supporting school leadership in attendance improvement efforts, governors/trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.

Continuous Improvement: Governors/trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

7.2 The Headteacher

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The headteacher is responsible for ensuring this policy is implemented consistently across the school, and for monitoring school-level absence data and reporting it to governors.

The headteacher also supports other staff in monitoring the attendance of individual pupils and issues fixed-penalty notices, where necessary.

7.3 Attendance Lead

Developing and Implementing Attendance Policies: Attendance Lead works closely with school leadership and staff to develop and implement effective attendance policies and procedures.

Data Analysis: Attendance Lead collects and analyses attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.

Early Intervention: Recognising that early intervention is crucial, Attendance Lead will identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.

Providing Resources: Attendance Lead may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.

Monitoring and Reporting: Attendance Lead continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.
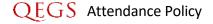
Interventions and Incentives: Attendance Lead designs and implements interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.

Staff Training: Attendance Lead will provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.

Legal Compliance: Attendance Lead are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.

Safeguarding: Attendance Lead is vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.

Community Engagement: Attendance Lead may collaborate with community organisations, social services, and

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local authorities to address attendance issues within the broader community context.

Continuous Improvement: Attendance Lead regularly evaluates the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.

Promoting a Positive School Culture: Attendance Lead contributes to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

7.4 The Pastoral team / Deputy Heads of Year

Monitoring Attendance: monitor the daily attendance for their year group and send out communications to those pupils who have unexplained absence.

Identifying Barriers: alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.

Early Intervention: identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.

Maintaining Communication: maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.

Providing Support: provide practical and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.
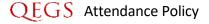
7.5 Teaching and Admin Staff

Monitoring Attendance: Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.

Promoting Punctuality: Teachers should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.

Early Intervention: Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.

Providing Support: Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

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Creating a Welcoming Classroom Environment: Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures.

Supporting Positive Behaviour: Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.

Safeguarding: Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.

Professional Development: Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.

Role Modelling: Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

Class teachers/form tutors are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information via Go4schools

Admin staff are expected to take calls from parents about absence and record it on the school system.

7.6 **Parents**

Parents play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

Communicate with the School: Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records. Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Establish a Routine: Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.

Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.

Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.

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Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.

Attend Parent Evenings: Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.

Monitor Progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.

Promote a Love for Learning: Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.

Lead by Example: Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.

Stay Informed: Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.

Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.

Encourage Peer Relationships: Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.

Celebrate Achievements: Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.

7.7 **Students**

Children also play a significant role in attending school regularly and ensuring their educational success.

Commitment to Learning: Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.

Punctuality: Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.

Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.

Responsibility: Children can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.

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Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.

Problem-Solving: Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.
Goal Setting: Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.

Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.

Attendance Awareness: Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.

Ownership of Learning: Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.

Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

8.0 Monitoring Arrangements

This policy will be reviewed annually by the governing board. At every review, the policy will be shared with the governing board.

9.0 Links with Other Policies

This policy is linked to our:

Child Protection and Safeguarding Policy
Behaviour Policy
Child Missing in Education Policy

Appendix 1 – Attendance Codes

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

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Code /\ (Present at the school):
- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):
- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):
- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.
- Schools must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):
- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

Code P (Participating in a sporting activity):
- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):
- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):
- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):
- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):
- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):
- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

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- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

Code S (Leave of absence for studying for a public examination):
- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):
- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):
- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):
- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:
- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):
- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

Code R (Religious observance):
- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):
- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.

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- Classified as authorized absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):
- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):
- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):
- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):
- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):
- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):
- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):
- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):
- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):
- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):
- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

Code N (Reason for absence not yet established):

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- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

Code O (Absent in other or unknown circumstances):
- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

Code U (Arrived in school after registration closed):
- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):
- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.

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Appendix 2 – Whole School Aims

Aim No 1

To Improve the Overall Percentage Attendance of Students at School

1. Apply Whole School Attendance Policy consistently.

2. Establish and maintain a high profile for attendance and punctuality.

3. Relate attendance issues directly to the school's values, ethos and curriculum.

4. Monitor progress in attendance using measurable outcomes.

Aim No 2

To Make Attendance and Punctuality a Priority for All Those Associated with the School Including Students, Parents, Teachers and Governors

1. Produce termly/annual reports to governors.

2. Hold induction Year 7 evening for parents/students.

3. Use school publications and the Academy website to promote and celebrate good attendance

4. Provide training for staff in relation to newly implemented systems regarding attendance

5. Display weekly attendance figures and targets for tutor groups on the notice board

6. Heads of Year to meet bi-weekly with their SLT link to discuss pupils with attendance issues and decide on courses of action. In the first instance the Tutor will meet with the pupil and offer support. If there are further concerns, the Tutor will have a telephone conversation with parent(s)

7. The pastoral teams will contact parents if there are further concerns regarding attendance. A home visit will be made if needed. The head of year or family support team will then arrange a meeting in school if the level of attendance remains a concern. A Common Assessment Framework will be offered at this meeting if the issues relating to the absences are complex or unknown. Referral to the Local Authority for Legal Action will be made if unauthorised absences continue

8. Deputy Head Teacher with responsibility for attendance to liaise with pastoral teams and Year Leaders to discuss intervention for students with persistent absence and/or concerning patterns of absence. To collect monthly information and data to share with the leadership team and the Attendance Governor.

9. Use Award systems, including letters to parents, certificates, end of year prizes, etc.

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Aim No 3

To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks

1. School's pastoral admin team to make contact with parents/carers on first day of absence and pass absence information of 'targeted' students to Attendance Lead
2. Maintain unambiguous procedures for statutory registration.
3. Ensure clearly defined late registration procedures.
4. Respond swiftly to lateness (in respect of both students and parents).
5. Clearly define the roles and responsibilities within the school staffing structure.
6. Have clear procedures prior to referral to external agencies including, where available, EWO support.
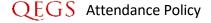7. Review attendance regularly.

Aim No 4

To provide support, advice and guidance to parents and students

1. Highlight attendance in:

- Tutor time
- Assemblies
- Parents evenings
- Mentoring
- Academic mentoring
- Supportive group work
- School bulletins

2. Involve parents from earliest stage.

3. Use pastoral team to make in person contact with parents to ensure there are open and approachable lines of communication.

Aim No 5

To develop a systematic approach in gathering and analysing attendance related data

1. Using software to collect and evaluate attendance data for use in awards/rewards and sanctions.

2. Monthly scrutiny of attendance data by leadership team

3. To ensure standardised recording of attendance in Years 7 to 11, teaching staff will only enter / if present or N if absent or L if late. Pastoral admin staff to input any other marks (e.g. holiday, medical, school visit etc.)

4. If no satisfactory explanation given for absence after two weeks, decision to be made by Deputy Headteacher if absence to be unauthorised. Parents to be informed by standardised letter if absence

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is recorded as unauthorised.

5. Be consistent in the collection and provision of information.

6. Decide what information, if relevant, is provided for:

- governors
- pastoral staff
- other school staff
- parents
- students (individual or groups)
- FSW Casework Officer
- Student Support Panel

7. Identify developing patterns of irregular attendance and lateness.

Aim No 6

To further develop positive and consistent communication between home and school

1. Initiate first day absence contact.

2. Make full use of computer generated letters

3. Promote expectation of absence letters/phone calls from parents.

4. Explore the wide range of opportunities for parental partnerships (see Aim 2).

5. Provide information in a user-friendly way (may include languages other than English, and non-written).

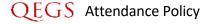6. Encourage all parents into school.

Aim No 7

To implement a system of rewards and sanctions

1. Actively promote attendance and associated reward and effective sanctions.

2. Ensure fair and consistent implementation.

3. Involve students in system evaluation.

4. Take action which accords with objectives agreed between school and others, e.g., Parent, L.A, CAMHS, etc.

Aim No 8

To promote effective partnerships with external services and agencies

1. Carry out initial enquiries/intervention prior to referral.

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2. Gather and record relevant information to assist completion of case files/prosecution files where available

3. Hold half termly attendance review with key school staff, FSW and CPO.

4. Arrange multi-agency liaison meetings as appropriate.

5. Establish and maintain list of named contacts within the local community e.g. community police officer.

6. Encourage active involvement of other services and agencies in the life of the school.

7. Develop understanding of agency constraints and operating environments.

Aim No 9

To recognise the needs of the individual student when planning reintegration following significant periods of absence

1. Be sensitive to the individual needs and circumstances of returning students.

2. Personalise timetable where appropriate to reduce potential problems

3. Involve/inform all staff in/or reintegration process.

4. Provide opportunities for counselling and feedback.

5. Consider peer support and mentoring.

6. Involve parents as far as possible.

7. Agree timescale for review of reintegration plan.

8. Include EWO, parents and student in reintegration plan.

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Appendix 3 – Reducing Barriers – Information for parents/carers

How we can help? What can parents do to support?

Health concerns	We can offer support through - School nurse - Referrals to external agencies - Adapted timetable - SEND support Parents can support by - Contact medical professionals as appropriate - Keep evidence from GPs/hospital - Communicate with school any concerns
Travel and uniform issues	We can offer support through - Loaning equipment and uniform - Breakfast club - Afterschool clubs - Support applying for B-line Parents can support by - Ensuring school knows of any issues - Encouraging students to get buses on time - Encouraging students to wear the appropriate uniform
School issues	We can offer support through - Peer group work - Reparation with staff - Pastoral team support Parents can support by - Encouraging student to speak to staff - Communicating any issues with the school - Checking reports and class charts in a regular basis
Well being concerns	We can offer support through our graduated response including - Wellbeing peer and mentor support - Personal development sessions - Website and planner page of support agencies - Early Help Assessment Parents can support by - Visting GP or A&E is concerns are serious - Communicating concerns with school

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