



Cleves School  
Learning Together

# ATTENDANCE POLICY

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Reviewed by	J. Usher
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### 1. Aims

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

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

### 2. Legislation and guidance

This policy is based on the Department for Education’s (DfE’s) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance](#)

[parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

### **3. Roles and responsibilities**

#### **3.1 The Board of Trustees of Cleves School**

The Board of Trustees is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs

- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance
  - That absence is almost always a symptom of wider issues
  - The school's legal requirements for keeping registers
  - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the Headteacher to account for the implementation of this policy

### **3.2 The Headteacher**

The Headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the Deputy Headteacher to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

### **3.3 The designated senior leader responsible for attendance**

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

- Leading, championing and improving attendance across the school through the development and implementation of attendance strategies
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance

- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is the Headteacher and can be contacted via 01932 224300 or [absence@cleves.co.uk](mailto:absence@cleves.co.uk)

### **3.4 The Attendance Officer**

The school Attendance Officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the Headteacher/Deputy Headteacher (authorised by the Headteacher) when to request fixed-penalty notices

The attendance officer is the Welfare Officer and can be contacted via 01932 224300 or [absence@cleves.co.uk](mailto:absence@cleves.co.uk)

### **3.5 Class Teachers**

Class Teachers are responsible for recording the children as present or absent for both morning and afternoon sessions on a daily basis. They will also ensure the office staff are aware of absentees in their class.

### **3.6 School Office Staff**

School office staff will:

- Take calls/check emails from parents/carers about absence on a day-to-day basis and record absences with the correct codes on Arbor
- Liaise with parents to ensure absences are reported in a timely and detailed manner and to obtain the correct reason for absence
- Transfer calls from parents/carers to the head teacher where appropriate, in order to provide them with more detailed support on attendance

### **3.7 Parents**

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- Natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time by 8:45 am
- Call or email the school to report their child's absence before 9:30 am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts/agreements that they make with the school.
- Seek support, where necessary, for maintaining good attendance, by contacting the Welfare Officer or Wellbeing Officer or Home School Link Worker, all of whom can be contacted via 01932 224300 or [absence@cleves.co.uk](mailto:absence@cleves.co.uk)

### **3.8 Pupils**

Pupils are expected to attend school every day, on time

## **4. Recording attendance**

### **4.1 Attendance register**

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

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

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

Children are allowed into school from 8:30am onwards unless they attend Early Risers which starts at 7:45am.

Children must be in school by 8:45am. Registers are marked at 8:50am and your child will receive a late mark if they are not registered by 9:15am.

The registers will be kept open until 9:15am, after this time your child will be marked as an unauthorised absence for the morning session.

In the afternoon children should be in class at 1.15pm, registers are marked at 1.20pm and your child will receive a late mark if they are not registered by 1.25pm.

The Welfare Officer will contact you if your child is late persistently and the matter may be referred to the Inclusion Officer.

#### **4.2 Unplanned absence**

The pupil's parent/carer must notify the school by phone call, voice message or email of the reason for the absence on the first day of an unplanned absence by 9:30am, or as soon as practically possible, by calling or emailing the school office, who can be contacted via 01932 224300 or [absence@cleves.co.uk](mailto:absence@cleves.co.uk)

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

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer 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.

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

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

#### **4.3 Planned absence**

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment and provides evidence of the appointment beforehand, by emailing [absence@cleves.co.uk](mailto:absence@cleves.co.uk)

However, we encourage parents to make medical and dental appointments out of school hours where possible. When appointments during school hours are unavoidable, the pupil should be out of school for the minimum amount of time necessary.

Pupils must be signed out upon leaving the school and signed back in on their return. Absences for appointments will be authorised if these procedures are followed.

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

#### **4.4 Lateness and punctuality**

A pupil who arrives late:

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

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

In all cases of lateness parents will need to bring their children into school via the main office, providing a reason for lateness ahead of signing them in.

Where a child receives 5 or more late marks within a period of 6 weeks our Welfare Officer will issue a letter 1 (see appendix). If there is not a sustained improvement over the following 6-week period a further warning letter 2 (see appendix) will be issued. If there is still no improvement then parents/carers will be invited in to meet with the Welfare Officer to explore how punctuality might be improved. If punctuality does not improve over the following 6-week period then parents/carers will be asked to meet with the Headteacher to agree a punctuality contract.

#### **4.5 Following up unexplained absence**

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

- Contact the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. This will be done through text message, email or phone call. If the school cannot reach any of the pupil's emergency contacts, the school may contact Social or Children's Services and/or The Police
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Contact the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer/Inclusion Officer
- Where relevant, report the unexplained absence to the pupil's youth offending team officer or social worker allocated to the family
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: [issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate]

#### **4.6 Reporting to parents**

Parents can access their children's attendance records at any time by contacting the admin team by emailing [office@cleves.co.uk](mailto:office@cleves.co.uk).

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels where the school has any concerns.

### **5. Authorised and unauthorised absence**

#### **5.1 Approval for term-time absence**

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



The Headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- The **child** is taking part in a regulated performance, or regulated employment abroad
- The **child** is attending an interview
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the Headteacher's discretion, including the length of time the pupil is authorised to be absent for and the child's current attendance percentage.

We define 'exceptional circumstances' as:

- A major family event such as the wedding of a close relative. We will only authorise the day of the event and depending on the circumstances/distance one day for travel. Any additional days will be unauthorised.
- Serious or terminal illness of a close relative
- Significant family trauma has occurred and a break is in the best interest of the child
- Observance of religious or spiritual ceremonies. We will only authorise the day of the event and depending on the circumstances/distance one day for travel. Any additional days will be unauthorised.

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

As a leave of absence will only be granted in exceptional circumstances, a leave of absence will **not** be granted for the purposes of a family holiday.

Where a holiday is taken and the number of days meets the threshold of 10 sessions within a 10-week rolling period then a penalty notice will be requested by the school.

The school considers each application for term-time absence individually, considering the specific facts, circumstances and relevant context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, which can be downloaded from the school website or a hard copy from the school office.

The Headteacher may require evidence to support any request for leave of absence. This may include notes from clinician's; travel documentation or other relevant evidence.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this **ONLY** 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. **This does not cover absence for other parents who work abroad.**

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

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

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- Attending an interview at a new school
- Flexi-schooling requests – Where a child will benefit from taking part in an extra-curricular activity or intervention that cannot be undertaken during the school day
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed
- School **may** authorise up to five days PER YEAR for stage auditions/advertisement filming and participation in national or international sporting competitions by the child, provided that this will not take the child's total absence to more than 5 days in one academic year.

Any parent requesting a longer period of authorised absence for a theatre or filming opportunity will need to meet the Headteacher to discuss the opportunity. For any absence over 5 days, a catch-up plan and tutor must be provided by the production or film company.

Permission for these must be requested via the Welfare Office or [absence@cleves.co.uk](mailto:absence@cleves.co.uk) along with evidence from the organising body.

## 5.2 Sanctions

Cleves School will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

### Penalty notices

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

If the child's attendance triggers the absence threshold, the school will request that the local authority to issue a penalty notice.

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

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil unless the absence is due to an unauthorised holiday in which case fines will automatically be issued.

- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

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

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

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

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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

### Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

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

They will include:

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

- The grounds on which a penalty notice may be issued before the end of the improvement period

## 6. Strategies for promoting attendance

All members of the Cleves community need to work together in order to ensure a high level of attendance.

The school undertakes to:

- Remind all regularly about attendance in the school newsletter
- Inform parents of any concerns promptly
- Provide a safe learning environment
- Monitor individual student's attendance and punctuality
- Encourage good attendance and punctuality through a system of reward and recognition (this will include where attendance has improved)
- Agree **attendance contracts** (see appendix) with families where attendance continues to be a challenge following other offers of support

## 7. Supporting pupils who are absent or returning to school

### 7.1 Pupils absent due to complex barriers to attendance

Cleves will work closely with families to identify potential barriers to attendance, including but not limited to, learning needs; socio-economic issues; behavioural concerns and pastoral matters.

In identifying potential barriers Cleves will seek to work with children and parents to mitigate as far as possible in order to reduce or remove said barrier to a child's attendance.

Cleves will work with both families and other external professionals such as social services, the Police and the local authority where possible or required to reduce or remove barriers to attendance.

### 7.2 Pupils absent due to mental or physical ill health or SEND

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

#### Working with families:

- **Open Communication:** Cleves will attempt to establish regular communication with families to discuss the child's condition, progress, and any changes needed in their educational plan. This may include setting up meetings with parents, guardians, or caregivers to review the student's needs.
- **Personalized Learning Plans:** Cleves may develop or adjust Learning Plans or Education, Health, and Care Plans (EHCPs) in consultation with families and relevant professionals to reflect the child's current circumstances, setting realistic goals for academic progress.

#### Adjustments the School May Make:

- **Flexible Attendance Plans:** Where appropriate Cleves may create a flexible attendance schedule, allowing for a phased return to school or a combination of in-person and remote learning.
- **Home-based Learning Resources:** For a limited period, Cleves may provide home-based learning resources, such as online lessons, printed materials, or recorded classes, to help the student keep up with the curriculum.
- **Modified Curriculum:** Cleves may adjust the curriculum to suit the child's current capabilities, which could involve reducing the workload, focusing on core subjects, or modifying lesson content.
- **Quiet or Rest Areas:** If a child is able to attend school but needs breaks due to their health condition, Cleves may provide quiet or rest areas where they can relax if needed.

### **Additional support**

**School Counselling Services:** Cleves may be able to make school counselling or therapeutic services available, especially for students struggling with mental health conditions.

**Health and Well-being Support Plans:** With the family Cleves can develop a plan that incorporates strategies for the student's health and well-being, including relaxation techniques and mindfulness

**Technology Aids:** Where appropriate the pupil may use technology such as speech-to-text software, screen readers, or educational apps to assist students with SEND in accessing learning materials.

**Peer Support Programs:** Cleves could establish a buddy system or peer mentoring program to help the pupil feel included and connected with their classmates, even if they cannot attend school full-time.

### **7.3 Pupils returning to school after a lengthy or unavoidable period of absence**

Where appropriate Cleves may use any of the strategies set out in 7.2 to support pupils back into school after a lengthy or unavoidable period of absence.

## **8. Attendance monitoring**

### **8.1 Monitoring attendance**

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

Specific pupil information will be shared with the DfE on request.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the Board of Trustees.

## 8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

## 8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers to facilitate discussions with pupils and families, and to the Board of Trustees and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

## 8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence

- Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

### **Absence Procedures:**

If your child is absent you should:

Contact us as soon as possible and no later than 9.30am on every day of absence stating the detailed reason (feeling unwell or under the weather is not sufficient) by email [absence@cleves.co.uk](mailto:absence@cleves.co.uk), telephone 01932 224300 (option 2), by written message, or in person

### **If your child is absent we will:**

Telephone you on every day of absence if we have not heard from you by 9.30am

If there should be a problem with attendance we would expect parents/carers to contact the school at an early stage and work with us to arrive at a solution.

If attendance drops below 90%:

Letter 1 – we will send a letter informing the parent/carer of their child’s attendance and reminding them of the importance of full school attendance. Will continue to monitor attendance following the issue of the letter.

Letter 2 – following the issue of letter 1 if attendance does not improve over the following 6 weeks a second ‘warning’ letter will be issued requiring further absences to have medical evidence provided. Will continue to monitor attendance following the issue of the letter 2.

Should there not be an improvement over the following 6 weeks we will invite parents/carers in to discuss the situation with our Welfare Officer and agree what support the school may be able to offer.

If attendance continues to be below 90% parents/carers will be invited to meet with the Headteacher to discuss potential barriers to attendance.

## **9. Monitoring arrangements**

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every two years by Headteacher. At every review, the policy will be approved by the full Board of Trustees.

## **10. Links with other policies**

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

## Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

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



<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment
<b>J1</b>	Interview	Pupil has an interview with a prospective employer/educational establishment
<b>S</b>	Study leave	Pupil has been granted leave of absence to study for a public examination
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Pupil is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school

<b>Y1</b>	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given

		would be recorded using one of the codes for authorised absence
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

## Appendix 2 - Letters

### Letter 1 – attendance

Dear [REDACTED]

As you are aware at Cleves School we monitor all children’s attendance on a weekly basis and take appropriate action when a child’s attendance drops below expected levels. The Government expects us to maintain levels of at least **95%** as a whole school and also for each individual child.

I am bringing this to your attention as [REDACTED] attendance which is [REDACTED]%, currently below expected levels.

Our pupils’ welfare is of paramount importance to us and we believe that regular attendance throughout the year is essential for their success and fulfilment.

We appreciate that low attendance can often be caused due to bouts of sickness and of course your child should stay home when unwell. However, I am sure you can appreciate that when a child is absent from school their learning can be hindered. It has been proved that repeated absence can affect progress which I am sure you would not want.

We will be monitoring [REDACTED] attendance closely for the next 4- 6 weeks. If there is no improvement over the next 4 weeks, we will be requiring medical evidence for absences going forward. If this is not provided the absence will be unauthorised and may lead to a referral to the inclusion officer.

If you are struggling with ensuring your child attends school please get in contact with us so that we can find ways to support you.

Thank you in advance for your cooperation and support with regard to your child’s attendance and if you have any questions please do not hesitate to contact me.

Yours sincerely  
Welfare Officer

## Letter 2 – attendance

Dear [REDACTED]

As per previous letter, the attendance of [REDACTED] has not improved. We will now need medical evidence for any further absences. If we do not receive this, absences will be unauthorised and you may be referred to the Inclusion Officer.

If you have any questions or concerns please do not hesitate to contact me.

Thank you very much.  
Yours sincerely,

Welfare Officer

## Late letter

Dear [REDACTED]

I am writing to you to emphasise the importance of being in school on time as there have been numerous incidents ([REDACTED] mornings) of [REDACTED] arriving late at school

School gates open at 8:30 am every day. Children need to be in their class seated by 8:45 for the register and to start their lessons promptly. Children who arrive late are greatly disadvantaged because they miss starting the day with their peers and the beginning of lessons. This means that they are often unsettled and confused about tasks. Their teacher will not always be able to re-explain work.

It is essential that you ensure that [REDACTED] arrives at school on time to prevent disruption to [REDACTED] own learning and that of others.

We are required to monitor children's punctuality and attendance. We understand that there may be rare occasions when you are unavoidably late due to unforeseen circumstances. On these occasions please make sure that you contact the school office to inform us when you will arrive.

High levels of poor punctuality can result in a meeting with the Inclusion Officer or Mr Usher.

If you are experiencing difficulties with punctuality and would like to talk to us about it please do not hesitate to contact me.

Thank you for your understanding.

Yours sincerely

Welfare Officer

## Appendix 3

[Link to Cleves Attendance Contract](#)