



## Sir William Romney's School Attendance Policy

Last Review: December 2025

Date Ratified: 10<sup>th</sup> December 2025

Next Review: December 2026

Headteacher: Mr Will Ruscoe – [wruscoe@swr.gloucs.sch.uk](mailto:wruscoe@swr.gloucs.sch.uk)

Governor with responsibility for attendance – [chair@swr.gloucs.sch.uk](mailto:chair@swr.gloucs.sch.uk)

Senior Leader responsible for Attendance: Mrs L Blake - [l.blake@swr.gloucs.sch.uk](mailto:l.blake@swr.gloucs.sch.uk) (School Attendance Champion)

Senior Student Welfare Officer: Mrs Rachel Pounds – [r.pounds@swr.gloucs.sch.uk](mailto:r.pounds@swr.gloucs.sch.uk)

Students Welfare Officer: Mrs Kelly Rexworthy – [k.rexworthy@swr.gloucs.sch.uk](mailto:k.rexworthy@swr.gloucs.sch.uk)

Designated Safeguarding Lead: Mr Pete Dillon – [p.dillon@swr.gloucs.sch.uk](mailto:p.dillon@swr.gloucs.sch.uk)

SENCO: Mrs Alix Jepps – [ajepps@swr.gloucs.sch.uk](mailto:ajepps@swr.gloucs.sch.uk)

Head of Year 7: Miss Sarah Nicholls - [snicholls@swr.gloucs.sch.uk](mailto:snicholls@swr.gloucs.sch.uk)

Head of Year 8 & 9: Miss Carrie Wilson – [cwilson@swr.gloucs.sch.uk](mailto:cwilson@swr.gloucs.sch.uk)

Head of Year 10 & 11: Mr Daniel Mills – [d.mills@swr.gloucs.sch.uk](mailto:d.mills@swr.gloucs.sch.uk)

### **1. Aims**

At Sir William Romney's School, we have high expectations for the attendance and punctuality of all students. We believe that every child should have access to a full-time education to which they are entitled. We promote good attendance and the benefits of good attendance and believe that improving attendance is everyone's business. We also promote and support punctuality in attending lessons. We aim to provide a calm, orderly, safe and supportive environment where all students want to be and are ready to learn. We aim to work together to remove barriers to attendance by building strong and trusting relationships with families to ensure students have the right support at the right time. This support will be in conjunction with all staff in school, Gloucestershire County Council and other local partners, to enable students to attend school. By acting early to address patterns of absence we aim to reduce absence, including persistent and severe absence. We expect students to be in school for every session of the school day and for every day that the school is open. This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance.

### **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:

- o Part 6 of the [Education Act 1996](#)
- o Part 3 of the [Education Act 2002](#)
- o Part 7 of the [Education and Inspections Act 2006](#)

- o [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- o [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- o [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

It also refers to:

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

### **3. Roles and Responsibilities**

#### **3.1 The Governing Body**

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, students and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - 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 students, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - 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 students, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy

### **3.2 The headteacher**

The headteacher is responsible for:

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

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

The designated senior leader (Senior Attendance Champion) is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with students, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with students and their parents/carers
- Delivering targeted intervention and support to students and families
- Where there is a lack of engagement, holding more formal conversations with parents and raising the issue of the potential need for legal intervention.
- The designated senior leader responsible for attendance is **Mrs Laura Blake** and can be contacted via email: [l.blake@swr.gloucs.sch.uk](mailto:l.blake@swr.gloucs.sch.uk)

### **3.4 The Student Welfare officers**

The school attendance officers are responsible for:

- Taking calls from parents about absence on a day-to-day basis and recording it on the School Information Management System (SIMS).
- Transferring calls from parents to the appropriate member of staff in order to provide them with more detailed support on attendance.
- Keeping accurate and up to date records of calls and communication with parents.
- Monitoring and analysing attendance data
- 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 school staff e.g. Tutors, Heads of Year, PP Champion, DSL, SENCo to tackle persistent and severe absence
- Working with external agencies e.g. GEIS, Family Support Workers, Social Workers, Mentors, Alternative Provisions to tackle persistent and severe absence.
- Advising the headteacher and the Designated Senior Leader for Attendance when to issue fixed-penalty notices
- The attendance officers are **Mrs Rachel Pounds** and **Mrs Kelly Rexworthy** and can be contacted via email: [r.pounds@swr.gloucs.sch.uk](mailto:r.pounds@swr.gloucs.sch.uk) [k.rexworthy@swr.gloucs.sch.uk](mailto:k.rexworthy@swr.gloucs.sch.uk)

### **3.5 Class teachers/Tutors**

Class teachers/form tutors are responsible for:

- Recording attendance for all registrations and lessons on SIMS within 10 minutes of the beginning of each session, using the correct codes (see Appendix 1).
- Promoting good attendance and punctuality.

### **3.6 Parents**

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

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

Parents are expected to:

- Make sure their child attends every timetabled session on time
- Call the school to report their child's absence before 8.55am 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 one emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Proactively engage with support offered informally or formally to help your child overcome any barriers to attendance
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting their child's Tutor in the first instance or the Head of Year - Year 7 – [snicholls@swr.gloucs.sch.uk](mailto:snicholls@swr.gloucs.sch.uk) Year 8 & 9 – [cwilson@swr.gloucs.sch.uk](mailto:cwilson@swr.gloucs.sch.uk) Year 10 & 11 – [d.mills@swr.gloucs.sch.uk](mailto:d.mills@swr.gloucs.sch.uk) . Alternatively, parents can contact the Student Welfare Officers (email details in section 3.4), the Designated Senior Leader for Attendance (email details in section 3.3), the Designated Safeguarding Lead - [p.dillon@swr.gloucs.sch.uk](mailto:p.dillon@swr.gloucs.sch.uk), or the SENCo – [ajepps@swr.gloucs.sch.uk](mailto:ajepps@swr.gloucs.sch.uk) for more bespoke support.

### **3.7 Pupils**

Pupils are expected to:

- Attend every timetabled session, on time

## **4. Recording attendance**

### **4.1 Attendance register**

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

We will take our attendance register at the start of the first session of each school day and once during the second session. It will be marked, 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 student is attending an approved educational activity
- The nature of circumstances, where a student is unable to attend due to exceptional circumstances
- We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at **8.55** and ends at **15.25**.

The register for the first session will be taken at **8.55** and will be kept open until **9.25**. The register for the second session will be taken at **12.35** and will be kept open until **13.05**.

#### **4.2 Unplanned absence**

- The student's parent must notify the school of the reason for the absence on the first day of an unplanned absence by **8.50am** or as soon as practically possible, by calling the school on the **School Absence Line: 01666 501099**
- Parents should call the Absence Line by 8.50am on each day of absence, stating the student's name, tutor group and reason for absence.
- We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.
- Where the absence is longer than 3 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.

#### **4.3 Planned absence**

- We encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible students should be out of school for the minimum amount of time necessary.
- Attending a medical or dental appointment will be counted as authorised if the student's parent notifies the school in advance of the appointment. Parents/carers should notify the school by calling the absence line or emailing the School Welfare Officers, Head of Year and Tutor, providing the following information:
  - Student's Name
  - Student's Tutor Group
  - Date/Time of the appointment

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

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

A student 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
- Sanctions will be issued to students arriving late to school (Please refer to the Behaviour Policy)

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

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

- Contact the student's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school may alert the DSL, complete a home visit or contact external agencies (GEIS, Early Help, Police).
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the student was absent
- 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 external agencies
- Where relevant, report the unexplained absence to the student's youth offending team officer
- Where appropriate, offer support to the student and/or their parents to improve attendance
- Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate

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

The school will regularly inform parents about their child's attendance and absence levels via interim reports, information evenings, letters and parents' evenings.

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

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

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

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

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances (a one-off exceptional event that is unavoidable)

A leave of absence is granted at the headteacher's discretion, including the length of time the student is authorised to be absent for.

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

As a leave of absence will only be granted in exceptional circumstances; exceptional circumstances are defined as unusual, unexpected and unavoidable situations that are outside of a person's control. Exceptional circumstances could not be predicted or prevented by reasonable measures. It is unlikely a leave of absence will be granted for the purposes of a family holiday.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least one school term before the absence, and in accordance with any leave of absence request form, accessible via the school website (Parents/Carers – Leave of Absence Form). The headteacher may require evidence to support any request for leave of absence.

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 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
- 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
- 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

## **5.2 Sanctions**

The school must consider requesting Gloucestershire County Council issue a fine to parents for the unauthorised absence of their child from school, where the child is of compulsory school age and the national threshold has been met. Notices to Improve and Fixed Penalty Notices are issued in accordance with the Local Authority Penalty Notice Code of Conduct Attendance – Schoolsnet (Gloucestershire.gov.uk).

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

### **Penalty notices**

The headteacher (or someone authorised by them), can request the local authority to issue a Fixed Penalty Notice to parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

All Fixed Penalty Notice requests are submitted to the local authority and issued by them.

Before requesting the local authority to issue a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met. The national threshold is met when a student has had ten sessions of unauthorised absence in a rolling period of ten school weeks. A school week means any week in which there is at least one school session. This can include a combination of unauthorised absence including G code – holiday during term time, U code – late after the register has closed and O code – absent for other unauthorised reasons.
- Whether a penalty notice is the best available tool to improve attendance for that student
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the student'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 student within any three-year period, 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. The local authority will consider prosecution through the magistrates' court under Section 444(1) of the Education Act 1996.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the student must not be present in a public place on that day). 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 £80 within 21 days, or £160 within 28 days. The link to the GCC attendance pages is below:-

[Attendance and absence from school | Gloucestershire County Council](#)

### 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 student attends school.

They will include:

- Details of the student's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with

- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

## **6. Strategies for promoting attendance.**

Promoting good attendance is everyone's responsibility. We use a variety of strategies to encourage attendance:

- Build strong relationships with our students so they feel a sense of belonging in our school community
- Verbal encouragement and praise
- Create personalised and achievable targets for pupils, based on their medical needs and/or additional needs that are realistic and appropriate for each individual
- Create safe spaces for pupils to thrive
- Make decisions on targets in consultation with families, while understanding that a medical condition can worsen suddenly and taking this into account.
- Create opportunities for dialogue with families about attendance, ensuring that we work in partnership with parents
- Use different methods to encourage attendance; for instance, explaining the links between attendance and outcomes
- Raise the profile of attendance with families, particularly when students start at the setting
- Teach and model a love of learning, helping families to see the value of the education that is offered to them
- Look at the effect on attendance of decisions made at school level, for instance the scheduling of INSET Days, beginnings and ends of term and school events
- Be aware of the complexity of different contexts and the pressures that families might experience, which may in turn contribute to poor attendance
- Visual reminders are positioned in classrooms and corridors where they can be viewed by students
- Attendance expectations are communicated regularly in the following ways:
  - Assemblies
  - Tutor time
  - Strong Start
  - Lessons
  - Attendance Workshops
  - Information Evenings and Parents' Evenings
  - Bespoke Attendance Interventions
- We promote and value excellent attendance and reward students accordingly. Our rewards include:
  - Weekly House Point for all students who achieve 100% Attendance.
  - Weekly Tutor Reward (sweet treats) for all tutor groups who achieve 100% Attendance.
  - Termly Tutor Reward (Non-Uniform Day at the end of term) for most improved attendance in each year group.
  - End of term recognition for 100% Attendance, including certificates for students, entrance into the end of term Attendance Raffle (1<sup>st</sup> Prize - £25, 2<sup>nd</sup> Prize - £15, 3<sup>rd</sup> Prize - £10) and congratulations letters to parents/carers.
  - Attendance Rewards three times a year for good attendance (98% - no unauthorised absence)

## **7. Supporting students who are absent or returning to school**

### **7.1 Students absent due to complex barriers to attendance**

Where a student is absent due to complex barriers, we will maintain contact with families, students and external agencies to ensure we have a clear understanding of individual needs and circumstances. We will create plans to support students to return to school, setting meaningful bespoke targets. This may be in the form of a RAISE (Raising Attendance by improving Student Engagement), an Enhanced RAISE, an Attendance Contract or a My Plan (see appendix 2 for our graduated approach to improving attendance)

Some of the support options we may implement are, phased return to school, reduced/flexible timetable, early entry to school, quiet space, support from Student Welfare, Inclusion Support Worker intervention, Youth Support Worker intervention, Counselling, Referrals to external agencies, GEIS support, Alternative provision.

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

Where a student is absent due to mental or physical ill health or SEND we will make reasonable adjustments in line with recommendations from external professionals to support students with their return to school and may employ plans and support outlined in 7.1.

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.

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

Where a student is returning to school after a lengthy or unavoidable period, we will make reasonable adjustments to support their return to school and may employ plans and support outlined in 7.1

## **8. Attendance monitoring**

### **8.1 Monitoring attendance**

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

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 governing board.

### **8.2 Analysing attendance**

The school will:

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

### **8.3 Using data to improve attendance**

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to tutors, to facilitate discussions with students and families, and to the governing board 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 student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

### **8.4 Reducing persistent and severe absence**

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of students who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - 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 students. In doing so, the school will sensitively consider some of the reasons for absence
  - Implement sanctions, where necessary (see section 5.2, above)

### **9. Monitoring arrangements**

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Laura Blake (Assistant Head). At every review, the policy will be approved by the full governing board.

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

This policy links to the following policies:  
Child protection and safeguarding policy  
Behaviour policy

## Appendices

Appendix 1 – Attendance Codes

Appendix 2 - SWR Attendance Graduated Response

### Appendix 1 – Attendance Codes

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

Code	Definition	Scenario
I	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
M	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

Y3	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
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	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>
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes

#### **Absent – unauthorised absence**

G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session

#### **Administrative codes**

Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

## Appendix 2 - Sir William Romney's School's Graduated response to Attendance

This document outlines our graduated response to attendance. The school's response may be adapted to meet the needs of individual students.

Qualifier	Who?	What?	Outcome?
100-90%	Tutor	Conversation with Tutee Letter A sent home Prioritise during data sessions Monitor for improvement weekly	<b>Attendance improves – Monitoring</b>  <b>Attendance static or deteriorates – Escalation to HOY</b>
Below 90%	HOY	<b>(RAISE) Raising Attendance by Improving Student Engagement</b> <b>12 WEEKS (Review at 6 weeks)</b> Parental Meeting RAISE form completed Letter B sent home Weekly monitoring (SOL) Attendance session with Student Communication shared with Tutor	<b>Attendance improves – Refer back to tutor.</b>  <b>Attendance static or deteriorates – Escalation to Enhanced RAISE</b>
		<b>Enhanced RAISE</b> 12-week programme Parental meeting	<b>Attendance improves – refer back to tutor</b>  <b>Attendance static – remains with HOY</b> <b>Attendance deteriorates – possible escalation to SWO (LB to review)</b>
	SWO	<b>School Welfare Officer</b> SWO Becomes lead practitioner Parental Meeting (Attendance Contract/My Plan/TAC/TAF) Education and Inclusion consultation External Agency Support (EHCO)	<b>Attendance improves – refer back to HOY</b>  <b>Attendance static or deteriorates – Escalation to AHT</b>
	AHT	<b>Attendance Intervention Meeting (AIM)</b> Parental Meeting (GEIS) AIM document	<b>Attendance improves – refer back to SWO</b>  <b>Attendance static or deteriorates – Escalation to Gloucestershire Education and Inclusion</b>
Below 50%	DSL	<b>Report to Safeguarding</b> Logged on Safeguarding register. Appropriate action taken by safeguarding team	<b>Attendance improves – refer back to SWO/AHT</b>  <b>Attendance static or deteriorates – Escalation to External agencies (MARF/Early Help)</b>
EBSA	TUTOR HOY SWO AHT External	<b>Intervention/Alternative Provision</b> Parental Meetings/TAC/TAF Access to Education Plan GEIS Referral to ALTUS Referral to Early Help Section 19 Funding	<b>Attendance improves – refer back to SWO/AHT</b>  <b>Attendance static or deteriorates – Maintain work with external agencies.</b>