Attendance Policy

Setting: Gothic Mede Academy

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Attendance Policy

Contents

1. Statement of intent 4
2. Why is regular attendance at school so important? 4
3. Key roles and responsibilities 5
4. Definitions of absence 6
5. Absences for mental health and physical health 7
6. Punctuality 7
7. Attendance interventions 7
8. How the school promotes attendance 9
9. Other attendance matters 9
   a) Children Missing in Education (CME) 9
   b) Children who are suspended from school (fixed term or permanently) 9
   c) Children taught at an Alternative Provision 9
   d) Truancy 9
   e) Home Visits 9
   f) Information Sharing 10

Appendix A – Legal framework, useful resources& links to other policies 11

Appendix C – Attendance triangle Attendance triangle – yearly attendance percentages and their impact 15

Appendix D – Who is a parent? 16

Appendix E – Absence, Attendance and Other Codes 18

Appendix F – School Specific Reporting Procedure 20

Attendance Policy

1. Statement of intent

BEST Mission Statement
- to grow the BEST in everyone -
We believe in the importance of high expectations, hard work and the development of a community of academies where each of us strive to **'be the best that we can be'.**

Bedfordshire Schools Trust (BEST) believes that in order to facilitate high quality teaching and learning for all children, excellent attendance to school is essential. Pupils[1] cannot achieve their full potential if they do not regularly attend school. Excellent attendance is deemed as 98% or higher over the course of the academic year.

BEST understands that barriers to attendance are complex, and that some pupils find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents/carers, to foster a culture of persistent attendance and academic success.

We take a whole-school approach to securing excellent attendance and recognise the impact that our efforts in other areas – such as the curriculum, behaviour standards, SEND support, pastoral support, and the effective use of resources such as pupil premium – can have on improving pupil attendance.

We are committed to:

- Promoting and modelling high attendance
- Reducing all types of absence
- Ensuring equality and fairness for all
- Intervening early and working collaboratively with other agencies/schools to ensure the health and safety of our pupils
- Building strong relationships with families to overcome barriers to attendance
- Ensuring schools work closely with parents to ensure children attend school punctually, every day in accordance with section 7 of the Education Act 1996
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support
- Ensuring this attendance policy is clear and easily understood by staff, pupils and parents/carers

We have incorporated the DfE's changes to the attendance guidance, which underscore a commitment to improving school attendance and ensuring every child receives a quality education. School leaders have incorporated these updates into their attendance strategies.

Gothic Mede Academy core values

At Gothic Mede Academy (a member of the Bedfordshire School's Trust), we are a happy, nurturing and safe school where we can challenge each other to be our best. All the children are given a variety of opportunities and experiences so that they can develop, ready for their next stage in education and for what they will encounter in life. Our core values are compassion, pride, respect and responsibility. We think that it is important that pupils are aware that excellent attendance is a key factor in ensuring academic success and ensuring optimal personal well-being. We encourage pupils to take responsibility for their attendance and punctuality by arriving at school on time every day 1

[1] For the purposes of this policy, pupil refers to all age ranges educated within Bedfordshire Schools Trust (BEST)

For the purposes of this policy, pupil refers to all age ranges educated within Bedfordshire Schools Trust (BEST) and being ready to learn.

2. Why is regular attendance at school so important?

Excellent attendance to school is of paramount importance. BEST schools expect children to be at school for a minimum of 98% of their school year. This allows children to flourish as well as keeping themselves safe and healthy. It enables economic well-being later in life and can enrich their lives with the fullness that the world has to offer. As a result, children are able to achieve their full potential at school.

Poor attendance habits follow through from primary to secondary school and then on into employment. It is widely known that the link between a pupil's attendance and attainment is irrefutable – pupils who miss large amounts of school do not achieve as well as those who attend regularly. Any absence affects the pattern of a pupil's learning and regular absence will seriously affect their learning. The DfE guidance 2024 Working Together to Improve School Attendance states:

> *"The pupils with the highest attainment at the end of KS2 and KS4 have higher rates of attendance over the key stage compared to those with the lowest attainment."*

Positive mental health is as important as physical well-being as young people enter adulthood. Schooling enables children to enjoy, achieve and to broaden their minds with regards to future opportunities. Any absence disrupts learning routines as staff have to support the child to catch up, and so may affect the learning of others in the same class as well as the individual child. Pupils who do not attend regularly may become vulnerable and be placed at considerable risk. It can lead to long term disadvantages economically and mentally and it undermines academic achievement.

Shown below are examples of the school days that can be missed in a year through absence:

- 99% attendance = 1 school day missed in an academic year
- 97% attendance = 5 school days missed in an academic year
- 95% attendance = 10 school days missed in an academic year
- 92% attendance = 15 school days missed in an academic year
- 90% attendance = 19 school days missed in an academic year

Appendix C shows Gothic Mede Academy attendance triangle, which provides a visual breakdown of the attendance groups and what particular attendance percentages could mean for overall pupil achievement.

A pupil with attendance of 90% and below is defined as being a **persistent absentee**.
A pupil with attendance of 50% and below is defined as being a **severely persistent absentee**.

3. Key roles and responsibilities

The **senior teacher responsible** for the strategic oversight of attendance within in the school is Gothic Mede Academy.

Class teachers are responsible for:

- Modelling good attendance behaviour
- Talking to their pupils where a concern is observed
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated
- Completing the session/lesson registers. The morning session register must be completed by 9.00am and the afternoon session register must be completed by 1.05pm.

Parents/carers are responsible for:

- Ensuring that their child attends school every day on time thereby promoting the importance of excellent attendance and punctuality
- **Contacting the school to report a child's absence before** 8.30am in the unlikely event that their child is absent. A call must be made on each subsequent day of absence, advising when the child is expected to return. Please phone the school on 01462 732002 and leave a message on the absence line, on Bromcom absences, via email gma-office@bestacademies.org.uk (Nb. We do not accept "unwell" as a reason for absence, a specific reason will be required.)
- Medical appointments being made outside of the school day
- Ensuring any medication required to support a child's attendance is left at school with reception in a named box. The school requires: medication frequency/dosage/name and reason for medication
- **Ensuring that any requested meeting about their child's attendance is a priority and attended**
- Providing accurate and up-to-date contact details – it is the responsibility of parents to notify the school as soon as any changes occur
- Encouraging children to take responsibility for their readiness for school: for example: using wake-up alarms, eating breakfast and preparing their school bags in advance in order to arrive punctually at school

Nb. The definition of parent/carer also includes step parents who reside at the same address as the child – see definition of 'parent' below and CBC guidance document 'Who is parent?' in Appendix D for further information.

Section 576 of the Education Act 1996 defines 'parent' as:

- All natural (biological) parents, whether they are married or not;
- Any person who, although not a natural parent, has parental responsibility for a child or young person;
- Any person who, although not a natural parent, has care of a child or young person.

Pupils are responsible for:

- Getting prepared for school the night before
- Setting their alarm clocks to wake up in good time
- Attending every lesson and any agreed activities when at school, punctually
- Talking to their tutor/class teacher or a different adult that they trust if they are worried about their attendance

Nb. More can be found about roles and responsibilities in Appendix B of this policy.

4. Definitions of absence

Absences may be authorised or unauthorised.

Examples of authorised absence

- Infectious disease such as chicken pox/measles/hand foot and mouth etc
- Religious or cultural observances for which the school has granted leave (one day)
- Occasional medical appointments which cannot take place out of school hours
- Medical operations/procedures/chronic conditions supported by medical evidence
- An exceptional circumstance as determined by the Principal where leave has been requested in advance and approval given.

Examples of unauthorised absence

- Term time holidays
- Parents/carers keeping children off without explanation/valid reason
- Truancy
- Arrival at school after the register has closed at 9.25am. (This excludes pre-agreed medical appointments)
- A parent/carer collecting a child during the day which has not been pre-agreed.

Please note:

- These are not exhaustive lists of authorised/unauthorised absences. These are guidelines as to typical types of absences.
- **In the highly unusual circumstance where a request for leave is required, parents must** complete a request for leave form six weeks in advance of the absence and send it back for the attention of the Principal. **Leave is only authorised in an exceptional circumstance.**
- Registers close at 9.25am. If a child is late after this time without good reason such as medical appointment supported with an appointment card, the absence will be coded in line with DfE guidelines (see Appendix E), which may be recorded as an unauthorised absence
- In the case where a child is absent and an explanation has not been received by 9.25am, the school will contact you. If there is no response to this message, the absence will be recorded as an unauthorised absence and coded in line with the DfE guidelines (see Appendix E)
- Holidays taken in term time will be recorded as an unauthorised absence and coded in line with the DfE guidelines (see Appendix E)
- 10 half day sessions of unauthorised absence within a 10-week period may lead to a Fixed Penalty Notice (FPN). This may be any combination of select codes to make up the 10 sessions (see section 7 for more information on FPNs).
- It is clear within the law that parents/carers risk prosecution if their child does not attend school regularly. It is therefore important that parents/carers and Gothic Mede Academy work closely together to identify and overcome any issues which may be affecting a pupil's attendance. **Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.**
- Persistent absence is reviewed regularly by the Local Authority Attendance Officer and further referrals may be made.

5. Absences for mental health and physical health

Pupils who suffer physical or mental health have the same right to education as any other pupil. Mental health and physical health are treated equally and follow the same procedures within the school. Where a child's attendance is of concern in either regard, parents/carers may be asked for medical evidence to support. Where a child is under the care of a consultant or undergoing assessment/investigation, relevant documentation should be shared with the school so that the school is able to effectively support the child's attendance. In the absence of appropriate medical documentation, the school will implement its follow-up procedures outlined in section 7 below.

Should it be appropriate, the school will follow the Supporting Pupils with Medical Needs Policy.

If a part-time timetable has been considered as an appropriate measure for a pupil, this will be coded in line with the DfE guidelines. If this is being considered, it must be agreed with the parents/carers and meet the statutory requirements – the Local Authority should also be kept appraised.

Where needed the school will work with the relevant Local Authority to review and amend the education health and care plan to incorporate the additional or different attendance support identified.

6. Punctuality

Pupils are expected to arrive at school on time, every day, correctly dressed in their school uniform, with the correct equipment (including their PE kit on the relevant days). Pupils who sign in to school after close of registers will have an unauthorised absence mark. Punctuality is regularly monitored and the school will contact parents/carers where persistent issues arise.

Good punctuality is a lesson for life and it is important that schools help young people to develop responsible behavior in this regard.

7. Attendance interventions

The school will regularly monitor pupil's attendance and will look for patterns where non-attendance occurs.

Informal school support intervention (this list is not exhaustive)

- pupil conversation class teacher (primary) or school attendance officer
- phone calls home

Formal school support interventions (this list is not exhaustive and the severity of the absences will determine how these steps are followed)

- Letter 1 (the importance of good attendance – reminder letter)
- Letter 2 (cause for concern) - Medical evidence (medical evidence will be required to authorise future absences – this may be a prescription, confirmation of medical appointment, consultant letters etc)
- Persistent absentee letter with in-school meeting conducted by a member of the pastoral team
- Attendance strategy meeting leading to an individual attendance plan with a senior teacher
- Fixed Penalty Notice warning
- BRIF (Building Resilience in Families) / EHA (Early Help Assessment) and any other voluntary arrangements which may be deemed appropriate
- Home visits undertaken by the school
- Referral to the Local Authority Attendance Officer
- Fixed Penalty Notice (see below for details)

Local Authority interventions (this list is not exhaustive)

- Home visits undertaken by the Local Authority
- Attendance contracts
- Education Supervision Order
- Statutory Social Care Involvement s.17 s.47
- Attendance Prosecution

Fixed Penalty Notice (FPN)

If issued with a FPN, parents/carers must pay £80 within 21 days or £160 within 28 days. The payment must be made directly to the Local Authority. When a FPN is served, it is issued on a per child / per parent basis. This means that if a mother and father have two children and take both children out of school, they may be issued with a total of four FPNs – one to each parent for each child. If payment has not been made after 28 days, the Local Authority can decide whether to prosecute the parent/carer or withdraw the notice.

To prevent repeated offences, parents/carers must pay a flat rate of £160 for a second penalty notice within a three-year period and the Local Authority will not allow more than 2 penalty notices, after which an alternative route (e.g., prosecution) may be considered instead.

The national framework sets a single threshold for considering a penalty notice of 10 sessions (typically, 5 days) within 10 weeks.

In the first instance, we will support pupils and parents by working together to address any in-school barriers to attendance. Where barriers are outside of the school's control, all partners should work together to support pupils and parents to access any support they may need **voluntarily**. This may include referrals to services and organisation that can provide support. These actions should be regularly discussed and reviewed together with pupils and families.

Whilst we will always endeavour to be supportive, the expectation is that the parents/carers will work alongside us in this.

8. How the school promotes attendance

The school celebrates and promotes highs standards of attendance in the following ways:

- certificates
- display

The school will be covering the importance of attendance/punctuality and the links to good mental health and wellbeing, success and achievement in tutor time/assemblies and citizenship lessons.

9. Other attendance matters

a) Children Missing in Education (CME)

In the case where a child does not attend school and the whereabouts of that child are unknown, Gothic Mede Academy will make every effort to contact the family concerned. In the case of non-contact, Gothic Mede Academy will refer the matter to the **Local Authority Access and Inclusion Service**. If there is a safeguarding/criminal concern, Gothic Mede Academy will refer to social services/police as appropriate.

"Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. ***This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.***"

The school will keep evidence of home visits and contact with the family. The safety of the child is paramount.

b) Children who are suspended from school (fixed term or permanently)

Whenever pupils are suspended from school parents/carers are immediately notified by telephone.
This is followed up by a letter that explains the reason for the suspension and gives the date that the child is expected to return to school. For the first five days of any suspension the school will provide work for the pupil which should be completed and returned to school for marking. During these first five days, the parents of the suspended children must ensure that their child is not present in a public place without reasonable justification as this may result in a Fixed Penalty Notice being served. Where a pupil receives a fixed term suspension of 6 days or longer the school has a duty to arrange suitable full-time educational provision.

c) Children taught at an Alternative Provision

The attendance of these children is tracked and monitored in conjunction with our alternative provision partners and concerns addressed as appropriate. The school will monitor the attendance of the child at the provider as well as ensuring safeguarding practices are adhered to.

d) Truancy

Gothic Mede Academy will contact the parents where onsite/off site truancy is identified. Failure to attend lessons is a safeguarding concern but is also a significant breach of the school's behaviour policy.

e) Home Visits

It may be necessary on occasion to visit a child at home in the case of non-attendance to school. Visits may be planned with parents/carers in advance but also may be unannounced in the case of welfare concerns.

f) Information Sharing

Schools/other agencies are expected to share information and work collaboratively with other schools/agencies where there are attendance concerns and related children are in different educational settings.

Schools are required to provide pupil level attendance data to the Department for Education (DfE), Local Authority and the Trust on a regular basis. This initiative from the DfE creates a comprehensive attendance data set to identify and support pupils at risk of persistent absence.

Appendix A – Legal framework, useful resources& links to other policies

This policy meets the requirements of the working together to improve school attendance Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- *Part 6 of the Education Act 1996*
- *Part 3 of the Education Act 2002*
- *Part 7 of the Education and Inspections Act 2006*
- *Equality Act 2010*
- *The School Attendance (Pupil Registration) (England) Regulations 2024*
- *The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011,2013,2016 amendments)*
- *The Education (Penalty Notices) England (Amendment) Regulations 2013 (and 2024 amendment)*
- *The Children (Performances and Activities) (England) Regulations 2014*
- *Children and Young Persons Act 1963DfE (2016) 'Children missing education'*
- *DfE (2024) 'Working together to improve school attendance'*
- *DfE (2024) 'Keeping children safe in education 2024'*
- *DfE (2023) Summary of responsibilities where a mental health issue is affecting attendance*
- *DfE (2024) Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement*

SCHOOL ATTENDANCE (PUPIL REGISTRATION) (ENGLAND) REGULATIONS 2024:

Regulation 5 – Registers to be kept:
https://www.legislation.gov.uk/uksi/2024/208/regulation/5/made

Regulation 6 - Method of making and amending entries
https://www.legislation.gov.uk/uksi/2024/208/regulation/6/made

Regulation 7 – Preservation of entries
https://www.legislation.gov.uk/uksi/2024/208/regulation/7/made

Regulation8 – Contents of Admission Register
https://www.legislation.gov.uk/uksi/2024/208/regulation/8/made

Regulation 11 – Leave of Absence
https://www.legislation.gov.uk/uksi/2024/208/regulation/11/made

Regulation 12 – Examination of and extracts from registers
https://www.legislation.gov.uk/uksi/2024/208/regulation/11/made

USEFUL RESOURCES

DfE's Working together to improve school attendance - https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

This link also includes:

- Summary of table of responsibilities for school attendance
- Toolkit for schools: communicating with families to support attendance
- Example attendance letters and emails to parents/carers
- Guidance for parents on school attendance – Office of the Children's Commissioner

Attendance Policy

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- School Complaints Policy
- Supporting Pupil with Medical Needs Policy

Attendance Policy

Appendix B – Roles & responsibilities

The Trust Board has overall responsibility for:

- Ensuring the timely review of approval of the cross trust attendance policy template
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation
- Recognising the importance of school attendance and promoting it across the trust ethos and policies

The Local Governing Body (LGB) has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the school – holding the Principal to account for the implementation of this policy
- Promoting the importance of excellent attendance through the school's ethos and policies
- Ensuring that the school has provided attendance training for all relevant staff, which is appropriate to their role
- Working with the SLT attendance lead/champion to set goals for attendance and providing support and challenge around delivery against those goals
- Regularly reviewing and challenging attendance data
- Handling complaints regarding this policy as outlined in the school's complaints policy
- Having consideration and compliance of the duties set out in 'Keeping Children Safe in Education'
- Ensuring there is a CME (Children Missing in Education) policy contained in the safeguarding policy

The Principal, Steph Smith, is responsible for:

- The overall strategic approach to attendance in school (working in conjunction with the LGB)
- Working with the SLT attendance lead/champion to develop a clear vision for improving attendance
- The day-to-day implementation and management of this policy and all relevant procedures across the school
- Appointing a member of the SLT to the attendance lead/champion role
- Ensuring that a school level absence data report is provided to the LGB and TRUST on a regular basis
- Ensuring all parents/carers are aware of the school's attendance expectations and procedures
- Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence
- Sharing effective practice on attendance management and improvement across schools
- Having regard to 'Keeping Children Safe in Education' when making arrangements to safeguard and promote the welfare of children
- Ensure that admission and attendance registers are kept electronically in line with the School Attendance (Pupil Registration) (England) Regulations – for each session, one of the list of attendance and absence codes must be recorded for every pupil

The senior teacher with responsibility for attendance, Steph Smith, is responsible for:

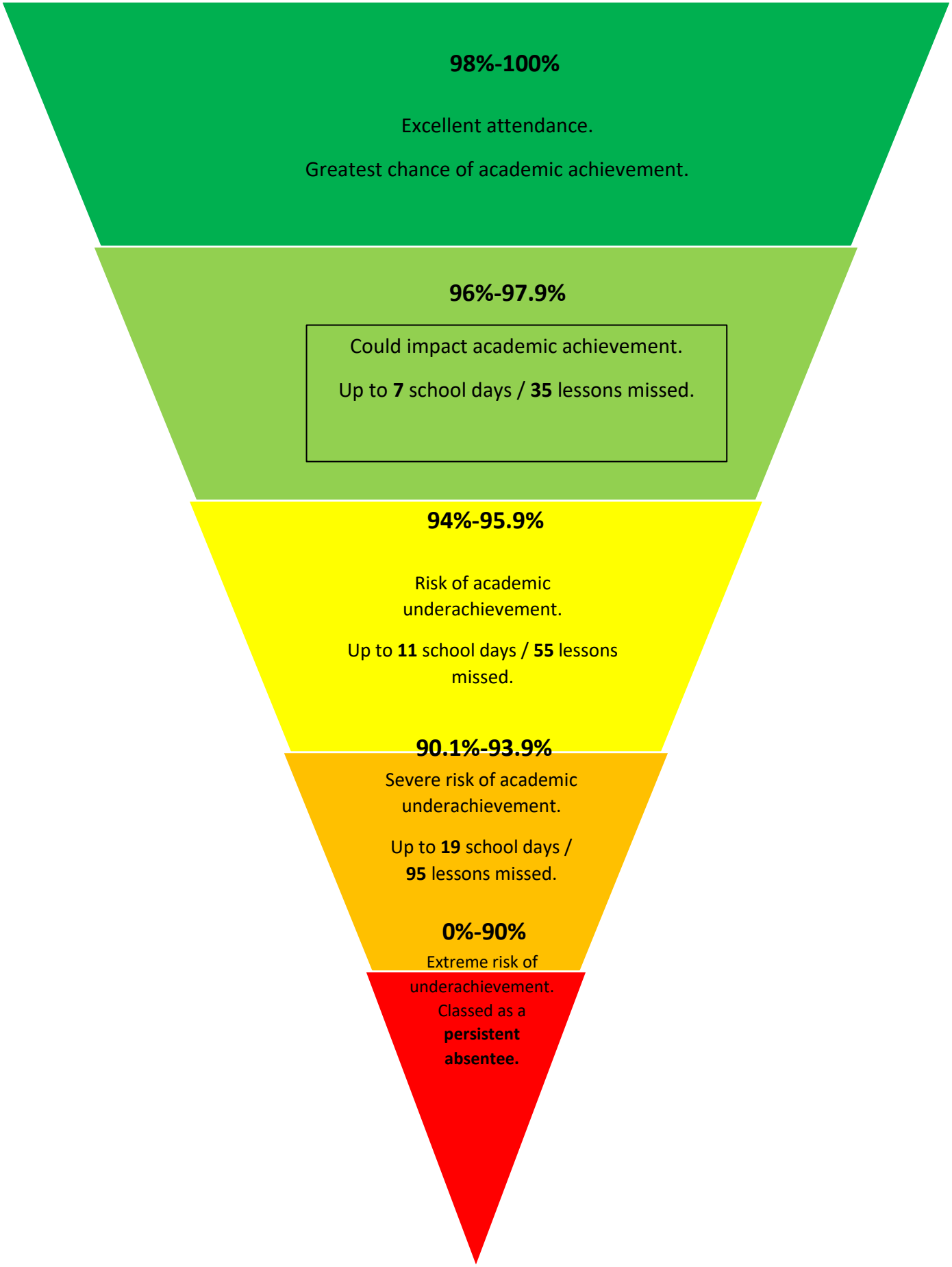
- Implementing the overall strategic approach to attendance in school
- Working with the Principal (if this is not the same person) to develop a clear vision for improving attendance
- Monitoring attendance and the impact of interventions
- Analysing attendance data and identifying areas of intervention and improvement
- Supporting staff with monitoring the attendance of individual pupils
- Communicating with pupils and parents/carers with regard to attendance
- Ensuring incidents of persistent poor attendance are followed-up

The Office Manager, Diane Deacon is responsible for:

- Ensure that attendance registers are kept electronically in line with the School Attendance (Pupil Registration) (England) Regulations – for each session, one of the list of attendance and absence codes must be recorded for every pupil
- Ensuring registers are completed in a timely manner

- Ensuring reasons for absence are logged accurately
- Following up reasons for any unexplained absences
- Ensuring attendance intervention letters are sent out promptly
- Escalating children to the attendance/safeguarding leads (as appropriate) that are a cause for concern
- Providing regular attendance reports to school staff and reporting concerns about attendance to designated senior leaders
- Advising the Principal / designated senior leader when to issue Fixed Penalty Notices (FPNs)
- Monitoring 10/15-day absences and making or receiving appropriate referrals
- Informing the Local Authority of any pupil being deleted from the admission and attendance registers – this must be carried out in line with Regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2004
- Sending FPNs to the Local Authority
- Ensure that the pastoral staff are updated on any attendance issues to enable them to keep the relevant local authority informed, such as social workers and youth offending team worker

Appendix C – Attendance triangle Attendance triangle – yearly attendance percentages and their impact



Appendix D – Who is a parent?

As a result of confusion amongst some parents who claim they have no parental responsibility and therefore can't be issued a penalty notice or prosecuted, this section has been included to clarify the legal definition of "parent". It should also give some helpful pointers which may assist future work with families.

Schools are required by law to have a wide range of dealings with pupils' parents. The question "Who are a pupil's parents?" is, however, not always as straightforward as it sounds. In addition, schools can often find themselves caught up in disputes between a number of adults who each claim to have parental responsibility for a particular child.

This document is intended as helpful guidance for schools but should not be treated as a complete and authoritative statement of the law.

Definitions

Who is a "Parent"?

Section 576 of the Education Act 1996 defines “parent” as:

- *All natural (biological) parents, whether they are married or not;*
- *Any person who, although not a natural parent, has parental responsibility for a child or young person;*
- *Any person who, although not a natural parent, has care of a child or young person.*

Who has “Parental Responsibility”?

(The Children Act 1989)

Having parental responsibility means assuming all the rights, duties, powers, responsibilities and authority that a parent of a child has by law.

People other than a child's natural parents can acquire parental responsibility through:

- *being granted a residence order*
- *being appointed a guardian*
- *being named in an emergency protection order (although parental responsibility in such a case is limited to taking reasonable steps to safeguard or promote the child's welfare)*
- *adopting a child*

If the parents of a child were not married to each other when the child was born, the mother automatically has parental responsibility but the father only does (from 1 December 2003) by jointly registering the birth of the child with the mother. He can, however subsequently acquire parental responsibility by various legal means.

What does having “care” of a child mean”?

Having care of a child or young person means that a person who the child lives with and who looks after the child, irrespective of what their relationship is with the child, is considered to be a parent in education law. This could be shown by:

- Interaction with the school – attending meetings, making phone calls, being on the school’s record as being involved (in whatever capacity) etc
- Residence with the child where, for all intents and purposes, the person is part of the family

- A man or woman married to a parent of a child

For example:

- Are they listed on school records?
- Does the school have contact details for them?
- Do they meet with teachers/attend parents' evenings?
- Have they been involved with the measures designed to improve attendance?
- Do they contact the school on behalf of the child when s/he is ill?
- Do they live with the child?
- How long has the school known of them being connected with the child?
- Does the adult bring/collect the child to/from school?
- Is the adult married to the parent of the child?

It would not be appropriate to assume that someone having a casual relationship with the parent of a child necessarily has 'care of the child' unless there is cause to believe the person has some involvement with the child's life – living with the child could be a determining factor as could the other examples outlined above.

Educational Provision

The Education Act 1996 s.7 states that:

"The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable – to his age, ability and aptitude, and to any special educational needs he may have, either by regular attendance at school or otherwise."

Conclusion

It is therefore those adults who are having significant input to a child's life who can be classified as "parent", having "parental responsibility" or who have "care of a child" who the Access and Inclusion Service can take action against if they are failing in their duties to ensure the child is receiving their educational entitlement and the school can evidence that they have actively engaged them in efforts to improve the poor attendance.

Appendix E – Absence, Attendance and Other Codes

Absence Codes		
C	Leave of absence for exceptional circumstances	Authorised Absence
C1	Participating in a regulated performance or undertaking regulated employment abroad	Authorised Absence
C2	Leave of absence for compulsory school age pupil subject to a part-time timetable	Authorised Absence
E	Suspended or permanently excluded and no alternative provision made	Authorised Absence
G	Holiday not granted by the school	Unauthorised Absence
I	Illness	Authorised Absence
J1	Attending an interview for employment or for admission to another educational institution	Authorised Absence
M	Attending a medical or dental appointment	Authorised Absence
N	Reason for absence not yet established	Unauthorised Absence
O	Absent in other or unknown circumstances	Unauthorised Absence
Q	Unable to attend the school because of lack of access arrangements	Authorised Absence
R	Religious observance	Authorised Absence
S	Studying for a public examination	Authorised Absence
T	Parent travelling for occupational purposes	Authorised Absence
U	Arrived in school after registration closed	Unauthorised Absence

Attendance Codes		
/	Present for Morning Registration	Present
\	Present for Afternoon Registration	Present
B	Off-site educational Activity	Present - Attending an educational activity that takes place outside the school
K	Attending education provision arranged by the local authority. (Schools must also record the nature of the educational activity)	Present - Attending an educational activity that takes place outside the school
L	Late arrival before the register is closed	Present
P	Participating in a supervised sporting activity	Present - Attending an educational activity that takes place outside the school
V	Educational visit or trip	Present - Attending an educational activity that takes place outside the school
W	Work experience	Present - Attending an educational activity that takes place outside the school

Other Codes		
D	Dual registered at another school	No Statistical Meaning (Neither Present or Absent)
Y1	Unable to attend due to transport normally provided not being available	No Statistical Meaning (Neither Present or Absent)
Y2	Unable to attend due to widespread disruption to travel	No Statistical Meaning (Neither Present or Absent)
Y3	Unable to attend due to part of the school premises being closed	No Statistical Meaning (Neither Present or Absent)
Y4	Unable to attend due to the whole school sit being unexpectedly closed	No Statistical Meaning (Neither Present or Absent)
Y5	Unable to attend as pupil is in criminal justice detention	No Statistical Meaning (Neither Present or Absent)
Y6	Unable to attend in accordance with public health guidance or law	No Statistical Meaning (Neither Present or Absent)
Y7	Unable to attend because of any other unavoidable cause. (Schools must also record the nature of the unavoidable cause)	No Statistical Meaning (Neither Present or Absent)
X	Non-compulsory school age pupil not required to be in school	No Statistical Meaning (Neither Present or Absent)
Z	Prospective pupil not on admission register	No Statistical Meaning (Neither Present or Absent)
#	Planned whole or partial school closure	No Statistical Meaning (Neither Present or Absent)
-	All should attend but No mark recorded	No Statistical Meaning (Neither Present or Absent)

Attendance Policy

Appendix F – School Specific Reporting Procedure

The school gates will close at 8.55am. If you arrive after this time you are required to sign your child in at the front office with a reason for lateness and the register will be marked as late.

If you arrive after the registers close at 9.25am your child will be marked as unauthorised late.

The afternoon register will close at 1.05pm

Contacting the school to report a child's absence before 8.55am in the unlikely event that their child is absent. A call must be made on each subsequent day of absence, advising when the child is expected to return. Please phone the school on 01462 732002 and select option 1, emailing the school on GMA-Office@bestacademies.org.uk or reporting it via Bromcom. (Nb. We do not accept "unwell" as a reason for absence, a specific reason will be required.)

Principal - Mrs Smith

Office Manager - Mrs Deacon

Family Support Worker & DSL - Mrs Anderson