The Chantry School

Attendance and Punctuality Policy

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1 Aim

It is the aim that at The Chantry School, pupils and staff should enjoy learning, experience success and develop their full potential. This policy aspires to high levels of attendance and punctuality from all pupils. Excellent attendance is essential for all pupils because this contributes significantly towards enjoyment and achievement at school. This policy also aims to provide a structured response and support measures where pupils' attendance falls below acceptable thresholds.

2 Objectives

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting excellent attendance and the benefits of excellent attendance
- Promote excellent attendance and the benefits of excellent attendance
- Reduce absence, including persistent absence and severe absence
- Ensure every pupil has access to full-time education to which they are entitled, and develop strategies to support pupils whose attendance is below threshold
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school
- To provide an effective and efficient system for monitoring attendance and punctuality and be clear about the school's approach to the management of absence and non-attendance
- Support parents to perform their legal duty to ensure their children of compulsory school age attend regularly.

Attendance expectation

The school has a whole-school target of 95% or above. However, we expect every pupil to aim for 100% attendance and punctuality, recognising that every day counts towards learning, progress and future success

We will also promote and support punctuality in attending lessons because we are of the firm belief Attendance is everyone's responsibility

3 Principles of why excellent attendance is important

Academic Success: Regular attendance is strongly correlated with academic achievement. Being present ensures pupils don't miss important lessons, discussions, or assignments crucial for learning and allows for regular participation in lessons.

Understanding and Retention: Attending classes regularly allows pupils to better understand and retain the material taught by teachers. Consistent attendance leads to better comprehension and mastery of subjects.

Teacher-Pupil Interaction: Attending classes regularly provides pupils with opportunities to interact with teachers, ask questions, seek clarification, and receive personalized assistance, which can deepen their understanding of the material.

Social and Emotional Development: School attendance fosters social interactions with peers, contributing to the development of communication skills, teamwork, and emotional intelligence, which are valuable life skills.

Preparation for Future Responsibilities: Consistent attendance instills the discipline and responsibility needed to succeed in future endeavours, such as higher education and the workforce, where punctuality and reliability are essential.

School Culture and Community: Regular attendance contributes to a positive school culture by fostering a sense of belonging and community among pupils, teachers, and staff, creating an environment conducive to learning and growth.

Maximising Opportunities: School attendance opens doors to various opportunities, including extracurricular activities, and access to resources and support services provided by the educational institution. Regular attendance maximizes pupils' ability to take advantage of these opportunities.

Legal Requirements: In many jurisdictions, there are legal requirements for compulsory education, mandating pupils to attend school up to a certain age or grade level. Non-compliance with attendance laws can result in legal consequences for both pupils and parents/guardians.

In accordance with Keeping Children Safe in Education and Working Together to Improve School Attendance (2026), we recognise that Children Missing Education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. This policy seeks to identify individuals and intervene early to reduce these risks.

4 Legislation and guidance

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

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, 2016 amendments)

The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

School census guidance

Keeping Children Safe in Education

Mental health issues affecting a pupil's attendance: guidance for schools

Working together to improve school attendance: July 2026

Compulsory school age

A child is of compulsory school age from the beginning of the term after their 5th birthday, until the last Friday in June of the school year in which they turn 16. During this period, parents have a legal duty under Section 7 of the Education Act 1996 to ensure their child receives a suitable full-time education, either by regular attendance at school or otherwise.

5 Roles and responsibilities

5.1 The Governing Body

- Promoting the importance of excellent attendance and punctuality through the school's vision, policies and ethos.
- Ensuring the school fulfils its statutory duties and implements the Department for Education's attendance guidance effectively.
- Providing strategic challenge and assurance by reviewing attendance trends, vulnerable cohorts, benchmarking information and the impact of attendance strategies to ensure the school is continually improving outcomes for pupils.
- Ensuring leaders have effective systems, appropriate resources and suitably trained staff to promote excellent attendance and remove barriers to learning.
- Holding the Headteacher to account for the implementation and effectiveness of the school's attendance strategy and this policy.

5.2 The Headteacher

The headteacher is responsible for:

- 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 Assistant Director of Pastoral Support to be able to do so

- 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

5.3 The designated senior leader responsible for attendance (Sam Blunt -Assistant Headteacher)

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining excellent attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Benchmarking attendance data to identify areas of focus for improvement
- 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
- Monitor the impact of school-wide attendance efforts, including any specific strategies implemented;

5.4 The Attendance Officer

The attendance officer:

- Monitoring attendance daily at both whole-school and individual pupil level, identifying emerging concerns as well as persistent and severe absence.
- Ensuring attendance registers are completed accurately, attendance codes are applied consistently and any amendments are made promptly in accordance with Department for Education guidance.
- Producing regular attendance reports and analysis for Heads of Year, senior leaders and governors to support early intervention and strategic decision-making.
- Identifying pupils whose attendance is declining, even where they have not yet reached the persistent absence threshold, and alerting relevant pastoral staff to enable timely support.

- Making enquiries regarding all unexplained absences, including absences during the school day, ensuring first-day contact procedures are followed and explanations are obtained as quickly as possible.
- Maintaining robust safeguarding procedures by escalating concerns where a pupil's whereabouts cannot be established or where attendance raises safeguarding concerns, including Children Missing Education (CME) procedures where appropriate.
- Working closely with Heads of Year, the Attendance and Family Liaison Officer, the Senior Leader responsible for attendance, the Designated Safeguarding Lead and external agencies to remove barriers to attendance and improve outcomes for pupils.
- Supporting the implementation, monitoring and review of Attendance Plans, reintegration programmes and other attendance interventions where appropriate.
- Monitoring the impact of attendance interventions and providing regular analysis to inform future strategies and improvements.
- Liaising with the Local Authority and other relevant professionals to support pupils with persistent or severe absence.
- Advising the Headteacher or Senior Leader responsible for attendance on the appropriate use of Notices to Improve, Penalty Notices and other legal interventions, ensuring that appropriate support has been offered and statutory guidance has been followed.

5.5 Attendance and Family Liaison Officer

The Attendance and Family liaison officer is responsible for:

- To work directly with children and their families in the community, within their homes as well as at the school, in order to promote, support, strengthen and develop the relationship between parents/carers, pupils and the school.
- To make visits to pupils' homes on school attendance matters, and to discuss with pupils and parent solutions to the barriers to learning they are experiencing, which is adversely affecting their attendance at school.
- To create attendance action plans, record and review progress against action plans and amend these as necessary.
- To assist pupils with a support plan to catch up on work after an extended period of absence, and to help pupils manage a transition back into full time education.
- To help develop and sustain collaborative links with relevant agencies, practitioners and parents in order to support children/young people and their families.

5.6 The Heads of Year

Heads of year are responsible for:

- Building relationships with parents/carers to discuss and tackle attendance issues
- Working with the Senior Leader with responsibility for attendance to ensure acceptable attendance across their year group.
- Reviewing year group attendance data on a weekly basis, and in discussion with the Senior lead looking for trends, any concerns and potential solutions
- Meet with parents and pupils for those who are becoming an attendance concern and implement an Early Intervention Attendance Support Plan (EIASP) and review on a 6 weekly/4 weekly basis

- Directing form tutors to pupils who are an attendance concern and support them to develop early strategies to reduce barrier to attendance
- To celebrate and promote high attendance in the year group.
- Monitor the impact of school-wide attendance efforts, including any specific strategies implemented;

5.7 Class Teachers

Class teachers and form tutors are responsible for:

- accurate and timely recording of attendance on a lesson by lesson and daily basis, using the correct codes, and submitting this information to the school systems.
- assisting a pupil on their return to school following an absence to catch-up any missed work, according to the department protocol.
- setting work for excluded pupils for any period of fixed term exclusion and the first five days of a permanent exclusion. This must be set using Arbor.
- Class teachers do not set work for long term absentees, unless requested by the Senior Attendance lead

5.8 Form Tutors

Form tutors are responsible for:

- Promoting and celebrating excellent attendance in their form as directed by the head of year and the use of Arbor, e.g praise postcards and awarding achievement points for a streak of 5 days attendance
- Working with pupils identified by the head of year through Form Tutor conversations to identify and reduce barriers to attendance
- Make enquiries about unexplained absences, including those within the school day, and follow up with pupil to ensure that an explanation has been formally given to the school.
- Building relationships with parents/carers to discuss and tackle attendance issues

5.9 Office / Reception Staff

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

5.10 Parents/Carers

Where this policy refers to a parent/Carers, 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/Carers are expected to:

- Make sure their child attends every day on time
- Call the school/use the Arbor App to report their child's absence before 8.50am 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 that they make with the school and/or local authority
- Seek support, where necessary, for maintaining excellent attendance, by contacting either the form Tutor, Year Head or the Attendance and Family Liaison Officer

5.11 Pupils

- Pupils have a responsibility to attend school every day and aim for 100% attendance. They should make an effort to attend school, even when they feel under the weather knowing they will feel better as the day goes on. Pupils should ensure they are fit for school by making sure they have sufficient sleep and are prepared for a day of school work. Pupils should seek support from school staff if anything might prevent them from attending school. Pupils have a responsibility to approach their teachers and ask for the work they missed while absent and to catch-up on any missed work and homework.
- Pupils are responsible for moving to each of their lessons without delay and so arriving on time.
- If pupils are having difficulties that might discourage or prevent them from attending School or specific lessons regularly, they should speak to their Form Tutor or other Pastoral Staff. Pupils are entitled to expect this information to be managed sensitively.

6 School procedures

6.1 Attendance register

The school day begins at 8:50am.

Morning Registration

- Registration opens: 8:50am
- Registration closes: 9:20am
- Pupils arriving after 8:50am, but before 9:20am, will be recorded as Late (Code L).
- Pupils arriving after 9:20am, without an authorised reason, will be recorded as Late after the register has closed (Code U). This is recorded as an unauthorised absence for the morning session.
-

Afternoon Registration

- Registration opens: **1:20pm** and all registers should be taken no later than **1:25pm**

Attendance registers are completed electronically in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and the Department for Education's statutory guidance, *Working Together to Improve School Attendance* (July 2026). Registers are completed at the published times each school day, and attendance codes are recorded in line with national requirements.

Registration will be taken at the start of the first session (tutor time) of each school day and once during the second session. Registers are also taken for each lesson during the day. It will mark whether every pupil is:

Present
Absent
Correct coding where known

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 an absence is authorised or not
- The nature of the activity if 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 3 years after the date on which the entry was made.

The register is taken and tutor time begins at 8:50 a.m. The register for the first session will be kept open until 9:20 a.m and if pupils are late to tutor time, minutes late will be recorded. The register for the second session will be taken at the start of afternoon lessons i.e. at 1:20 p.m. and will be kept open for 30 minutes. School ends at 3:20 p.m.

6.2 Unplanned absence

Parents must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by 8:50 a.m. or as soon as practically possible Parents should call each subsequent day the child is absent from school.

Telephone: 01886 887105 or email: attendance@chantryschool.com or use Arbor App

Absence due to illness will be 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 parents to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

6.3 Planned Absence

We encourage parents to make medical and all routine dental appointments out of school hours where possible. And only where this is not possible should the pupil be taken out of school, and for the minimum amount of time necessary.

Missing school for a medical or essential dental appointment is counted as an authorised absence; however advance notice and medical evidence (appointment letter or appointment card) is required to authorise these absence. Pupils should provide the medical evidence when signing in / out or in advance of the appointment day.

Telephone: **01886 887105** or email: **attendance@chantryschool.com** or via Arbor App.

Applications for other types of absence in term time must also be made in advance.

6.4 Lateness and punctuality

A pupil who arrives to school late but before the register has closed will be marked as late, using the appropriate code and minutes late recorded. Pupils will attend a lates detention for 20 minutes.
A pupil who arrives after the register has closed will be marked as absent, using the appropriate code. All absences require an explanation.

Persistent lateness to school, arriving after 8:50am may include the pupil serving detentions to make up lost time, work being caught up during social times or at home. Ongoing concerns will result in the school contacting home.

Punctuality to lessons throughout the day is equally important and persistent lateness to lessons will result in detentions where pupils will make up the time lost during lunchtime or after school detentions.

6.5 Following up unexplained absence

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may contact Social Services/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
- Call 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 Engagement officer
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- 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 we will issue either a notice to improve, a penalty notice or other legal intervention.

The school will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use.
First day calling is used for all pupils, the contact names, telephone numbers, mobile numbers and email addresses are kept by the Attendance Officer. Calls will be made by the attendance office.

6.6 Reporting to parents

- Attendance is routinely reported in school reports.
- Attendance certificates (a log of attendance and absence) are issued when any concern is raised.
- Parents can access live attendance data for their child via Arbor.

6.7 Elective Home Education (EHE)

If a parent/carer chooses to withdraw their child from The Chantry School to electively home educate, the school will inform the local authority immediately, in line with statutory requirements. The school will work with the family and the local authority to ensure that the decision is in the child's best interests and that suitable arrangements are in place.

7 Authorised and unauthorised absence

7.1 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:

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

We define 'exceptional circumstances' as as events unlikely to occur again during a child's time at the school and unable to be accessed during the school holidays.

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, 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.

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

- Illness (including mental-health illness) and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's 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.

Part-time timetables

The school may, in exceptional circumstances, authorise a short-term part-time timetable as part of a clear plan to support a pupil back into full-time education. This will:

- Only be used where it is in the pupil's best interests;
- Be time-limited and reviewed regularly;
- Be agreed with parents and, where appropriate, the local authority;
- Include a written reintegration plan that sets out how the pupil will return to full-time education.

7.2 Sanctions

Penalty Notices

The headteacher (or someone authorised by them), 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 school issues a penalty notice, it will check with the local authority before doing so and send it a copy of any penalty notice issued.

Before issuing 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
- 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

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).

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.

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.

8 Supporting pupils who cannot attend school due to physical or mental health needs, and those returning after absence

The Chantry School is committed to ensuring that pupils who cannot attend school due to medical, physical, or mental health needs continue to receive a suitable education, in line with the statutory guidance Ensuring a Good Education for Children Who Cannot Attend School Because of Health Needs (2013).

Our approach is rooted in partnership. We work closely with parents, pupils, and other professionals to develop bespoke solutions that reflect individual needs, remove barriers to attendance, and enable pupils to make a successful return to school wherever possible.

Where pupils are absent due to ill health or SEND:

- We will seek to understand the unique needs of the pupil and family and collaborate on tailored in-school support.
- Where external input is required, we will work with the Local Authority, health professionals, and other agencies (such as the Medical Education Team) to ensure continuity of education.
- Reasonable adjustments will be considered under the Equality Act 2010, including temporary phased returns, personalised timetables, or adapted learning environments.
- Where a pupil is unable to attend school but is well enough to learn, the school may provide short-term remote education as part of a planned package of support. Remote education will be used only where appropriate and will not replace full-time attendance at school. The school's expectation is that pupils will return to face-to-face education as soon as they are able.
- Remote education does not constitute attendance. Pupils accessing remote education will continue to be recorded using the appropriate national attendance code in accordance with statutory guidance. Engagement with remote education will be monitored separately from the attendance register and will not be used as a substitute for attendance at school

For pupils with an Education, Health and Care (EHC) plan, the school will inform the Local Authority if attendance falls or if barriers to attendance arise that are linked to the pupil's needs.

Where barriers are outside of the school's control, we will continue to work with parents, pupils and partners to identify alternative sources of support and consider, where appropriate, making a referral for early help.

Supporting Pupils Returning to School

Following any period of absence, particularly where attendance has been affected by illness, mental health, SEND or other identified barriers, the school will seek to ensure pupils are welcomed positively back into school. Where appropriate, this may include:

- A check-in with an identified member of staff to support a positive return.
- A review of the pupil's wellbeing and any ongoing barriers to attendance.
- Opportunities to catch up on missed learning and reduce unnecessary anxiety about returning.
- Temporary support or reasonable adjustments, where appropriate, to aid successful reintegration.
- A review of attendance where patterns of absence are emerging, ensuring appropriate support is put in place at the earliest opportunity.

The school recognises that a positive return to school can be an important factor in preventing further absence and promoting long-term attendance.

The school recognises that a positive return following absence is an important part of promoting excellent attendance, supporting wellbeing and preventing future absence

Written communication and clarity of arrangements

Where a pupil cannot attend school for medical or other authorised reasons, or where a part-time timetable has been agreed, the school will provide parents/carers with written confirmation of the arrangements. This will include:

- How the pupil's attendance will be coded on the register;
- The named member of staff who will act as the main point of contact for the family;
- Clear guidance on who to contact, and how, if the pupil is unable to attend as expected.

These arrangements will be reviewed regularly, with copies of the communication stored on the pupil's record to ensure consistency and clarity across school, home, and external professionals

Looked After Children, Previously Looked After Children and Children with a Social Worker

The school recognises that looked after children, previously looked after children and children with a social worker may face additional barriers to regular attendance and are at greater risk of persistent absence. Their attendance will be monitored closely, with any absence followed up promptly and appropriate support provided at the earliest opportunity.

The Designated Teacher, Designated Safeguarding Lead (DSL) and Virtual School (where appropriate) will work collaboratively to promote excellent attendance for looked after and previously looked after children. Attendance concerns for looked after children will be reflected within Personal Education Plans (PEPs). For children with a social worker, attendance will be considered as part of wider safeguarding planning and, where appropriate, reflected within Child in Need or Child Protection Plans.

Where patterns of absence or emerging barriers are identified, the school will work in partnership with parents, carers, the local authority, social workers and other relevant agencies to understand and address the underlying causes of absence. Where barriers are outside the school's control, the school will work with families to identify appropriate sources of support, including Early Help and other specialist services where appropriate

9 Strategies for promoting attendance

The school aspires for every pupil to attend every day. Whilst there are valid reasons for absence, the school seeks to identify pupils whose attendance falls below expected levels or where attendance patterns indicate an emerging concern. Early identification and intervention are central to the school's attendance strategy. The school will not rely solely on attendance thresholds when determining support. Where attendance demonstrates a declining trend, a pupil has experienced three or more separate incidents of absence, recurring patterns of absence or emerging barriers to attendance, appropriate intervention may be implemented

before a pupil reaches the persistent absence threshold. Attendance thresholds are used to guide the level of support and intervention, with professional judgement exercised to ensure responses are proportionate to the individual needs of each pupil. As a guide, the school will normally begin targeted support where attendance falls below 95% without a valid reason for absence.

The school classifies attendance as follows:

Threshold Attendance Measure	**Staff responsible for monitoring**
Severely absent / zero absence *Long term attendance issues that may be complex and require bespoke solutions* MET / Medical needs plan External agency involvement	Designated Safeguard Lead Attendance and family liaison officer Attendance Lead
Persistently Absent 50% - 80% *Support required from external agencies.*	Attendance and family liaison officer with input from Year head and Attendance lead
Persistently Absent 80.1 – 90% *School level / external agency intervention required*	Year Head/Form Tutor
At risk of becoming persistently absent (90.1 – 95%). *Early intervention may be required*	Form tutors directed by HoY
Acceptable attendance>95%-100%	Form Tutors

Range of strategies to support pupil's return to school

The school will not rely solely on attendance thresholds when determining the level of support provided. Where attendance demonstrates a declining trend, recurring patterns of absence, emerging barriers to attendance, or where a pupil has experienced three or more separate incidents of absence, appropriate early intervention may be implemented before the persistent absence threshold is reached.

The strategies used to support improved attendance will be proportionate, pupil-centred and tailored to individual circumstances. The approaches outlined below are not exhaustive and may be used individually or in combination at different stages of intervention, depending on the needs of the pupil and family. Additional strategies may also be implemented where appropriate. These may include mentoring by a trusted adult, peer support or buddy systems, parental support around routines and wellbeing, linking attendance to wider school reward structures, targeted curriculum adaptations or enrichment opportunities, early help involvement and multi-agency support where appropriate. Support may also include a focus on health and wellbeing, including sleep and anxiety management, together with enhanced transition arrangements at key points in a pupil's education.

Where reasonable adjustments are required, these will be applied appropriately but always time specific.

Threshold Attendance Measure	**Staff responsible for monitoring**	**Available Strategies**
Severely absent / zero absence *Long term attendance issues that may be complex and require bespoke solutions .*	Family Engagement officer	All strategies as listed below but also to consider: Alternative Provision / S19 MET / Medical needs plan External agency involvement, including CCAS(children who cannot attend School) to enforce attendance
Persistently Absent 50% - 80% *Support required from external agencies.*	Assistant Headteacher Attendance lead/SENCo/Attendance Family Engagement officer	Daily attendance checks and first day calling Checking in with the Family and Attendance Officer and Targeted support to reduce areas of particularly high anxiety eg meet and greet etc Regular meetings with parents and carers Review of in school issues (e.g. subjects, peers, academic groupings) RAG the school environment to review hotspots and areas requiring support as well as areas that feel more manageable Attendance Plan and monitoring (EAISP) Reintegration meetings Catch up work Home visits to engage with family / pupil Adjustments to curriculum including SENDCo involvement if appropriate Temporary part-time timetable to enable reintegration Remote learning for limited time where appropriate 1:1 tuition / catch up support where appropriate to enable access to curriculum Regular updates to staff Specialist external agency where available to support e.g. GP, Early Help providers If still coming to school, use the pupils' friends to create a sense of belonging
Persistently Absent 80.1 – 90% *School level / external agency intervention required*	Year Head and Form Tutor	

		If still coming to school, use a Y10/11 pupil as a mentor to create a sense of belonging Touching base with tutors on a regular basis Self Esteem/Reducing/Resilience anxiety sessions A range of self-care strategies and apps for easy access CCAS
At risk of becoming persistently absent (90.1 – 95%). *Early intervention may be required*	Form tutors directed by HoY	Review of patterns of absence by form tutors YH; Daily attendance checks and first day calling Direct individuals for conversation with form tutor; look for early signs of in school issues e.g. peers, subjects Conversations with form tutors Letter of concern to parents / phone contact Invite in to create an EAISP or join one of NG's groups A range of self-care strategies and apps for easy access Literature and signposting for pupils and parents
Acceptable attendance>95%	Form Tutors	Ongoing monitoring by form tutor and YH Range of wave 1 strategies to encourage 100% attendance e.g. • Praise postcards • Letters home • Achievement points • Termly letters of commendation for excellent attendance

10 Attendance monitoring

10.1 Monitoring attendance and Intelligent Data analysis

Attendance data will be used proactively to identify emerging concerns, remove barriers to attendance, evaluate the effectiveness of interventions and inform continuous improvement.

Analysis will extend beyond headline attendance percentages and will be used to support both individual pupils and strategic school improvement.

The school will:

- Analyse attendance and absence data regularly to identify individual pupils, groups and cohorts requiring additional support.
- Monitor attendance by year group and vulnerable cohorts, including disadvantaged pupils, pupils with SEND, children with a social worker, looked after and previously looked after children, young carers and other identified vulnerable groups.
- Identify pupils whose attendance demonstrates a declining trend over time, even where they have not yet reached the persistent absence threshold, enabling early intervention before attendance deteriorates further.
- Identify pupils whose attendance or absence patterns may be a cause for concern, particularly those demonstrating persistent or severe absence or recurring patterns of absence.
- Analyse recurring attendance patterns, including particular days, lessons, subjects, attendance codes and reasons for absence, to identify emerging barriers and inform targeted support.
- Conduct half-termly, termly and annual analysis to identify trends, evaluate the effectiveness of interventions and inform future attendance strategies.
- Benchmark attendance at whole-school, year group and cohort level against local, regional and national data to identify strengths, priorities and areas for improvement.
- Develop targeted interventions to address identified patterns of absence for individual pupils, groups and cohorts.
- Provide timely and appropriate support to pupils and families where attendance is causing concern, particularly where persistent or severe absence is identified or emerging.
- Provide regular attendance reports to form tutors, Heads of Year, senior leaders, governors and relevant pastoral and safeguarding staff to support informed decision-making and strategic challenge.
- Monitor and evaluate the impact of attendance strategies and interventions, adapting support where necessary to improve outcomes and inform future practice.
- Work collaboratively with parents, the Local Authority, external agencies and partner organisations where a pupil's attendance places them at risk of persistent or severe absence or where additional support is required.
- Attendance data published through the Department for Education and local authority statistical releases will be used to support benchmarking and self-evaluation. Specific pupil information will be shared with the Department for Education or the Local Authority where required by legislation.

Attendance analysis will be used to ensure that interventions remain responsive, evidence-informed and focused on improving attendance, reducing absence and removing barriers to learning for all pupils.

The effectiveness of attendance strategies will be evaluated through:

- improvements in individual pupil attendance;

- reductions in persistent and severe absence;
- improvements in attendance for vulnerable groups;
- improvements in punctuality;
- evaluation of attendance interventions and their impact;
- analysis of emerging attendance trends to inform future planning

Consistent Daily Practice

To ensure attendance arrangements are applied consistently across the school, the following expectations will be quality assured on a daily basis:

- Registers are completed accurately and on time at the start of each registration period and every lesson.
- Attendance coding is applied consistently and in accordance with the Department for Education attendance regulations.
- First-day contact procedures are followed promptly for all unexplained absences.
- Attendance registers and codes are updated promptly when further information becomes available.
- Pupils returning from absence are welcomed positively and supported to reintegrate successfully.
- Attendance concerns and emerging patterns are communicated promptly to relevant pastoral staff to enable early intervention.

The effectiveness of these procedures will be reviewed regularly by the Senior Leader responsible for attendance through routine quality assurance, attendance audits and analysis of attendance data.

Children Missing Education (CME). A daily report is run through ARBOR to check if any pupil will meet the threshold. Where a pupil is absent for 10 consecutive school days without authorisation, the school has a statutory duty to notify the local authority. If the school cannot establish a pupil's whereabouts at any point, the local authority will be notified immediately, without waiting for 10 days, in line with statutory CME requirements.

Weekly

Attendance reports are compiled by the Attendance Officer and shared with each head of year, the senior leader with responsibility for attendance and the headteacher. Heads of year will use these, in conjunction with FFT attendance information, to review their year group. Pupils meeting thresholds for intervention will be identified and recorded as an attendance concern using CPOMs. See section 6 for detail on developing strategies to improve attendance.

10.2 Attendance Quality Assurance

The school is committed to ensuring that attendance procedures are implemented consistently, accurately and in line with statutory guidance. Attendance quality assurance forms an integral part of the school's safeguarding, pastoral and school improvement processes and is used to

ensure that attendance systems remain effective and that pupils receive timely and appropriate support.

To ensure consistency and continuous improvement, the school will routinely quality assure its attendance procedures. This may include:

- auditing attendance registers to ensure registers are completed accurately and on time;
- reviewing attendance coding to ensure compliance with Department for Education guidance and consistency across the school;
- monitoring first-day calling procedures and the timely follow-up of unexplained absences;
- reviewing attendance case files, Attendance Plans and reintegration programmes to ensure appropriate support and timely intervention;
- evaluating the effectiveness and impact of attendance strategies and interventions in improving pupil attendance;
- monitoring attendance trends, emerging concerns and the effectiveness of early intervention across year groups and vulnerable cohorts;
- reviewing attendance data alongside safeguarding, behaviour, SEND and wellbeing information to identify pupils who may require additional support;
- using findings from attendance reviews to inform staff training, refine procedures and improve practice; and
- providing governors with regular attendance reports, benchmarking information and evaluation of attendance strategies to enable effective strategic challenge and assurance.
-

Attendance quality assurance will take place on a daily, weekly, fortnightly, half-termly and termly basis, with responsibilities shared across attendance staff, pastoral leaders, senior leaders and governors

10.3 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.

Monitoring arrangements

This policy will be reviewed annually by the designated senior leader responsible for attendance. At every review, the policy will be shared with the governing board.

11 Links with other policies / guidance

- Child protection and safeguarding policies
- Access to Education for Children with Medical Needs
- Alternative Provision
- Providing remote education Non-statutory guidance for schools
- Policy on special educational needs and learning difficulties
- Behaviour and discipline policy

- Home/School Agreement
- Pupil Code of Conduct

12 Equality Impact

The School's responsibilities towards promoting equality, diversity and inclusion have been considered when drafting this policy.

13 Monitoring

This policy will be monitored annually and significant change approved by the Local Governing Body.

Appendix 1 – Attendance Contact Information

Reporting an Absence

Parents and carers should report all pupil absences before **8:50am** on the first day of absence using one of the following methods:

- Email: attendance@chantryschool.com
- Arbor App
- Telephone: 01886 887105

Attendance Queries

For general attendance enquiries, please contact:
Attendance Officer- Paula Verma- attendance@chantryschool.com

Head of Year

For attendance concerns relating to your child's day-to-day attendance, wellbeing or pastoral support, parents and carers are encouraged to contact their child's form tutor or Head of Year in the first instance.

Ongoing Attendance Support

For support with attendance concerns, barriers to attendance or Attendance Improvement Plans, please contact:

Attendance & Family Liaison Officer- Neil Grimshaw- NGrimshaw@chantryschool.com

Strategic Attendance Matters

For strategic attendance concerns or where senior leadership involvement is required, please contact:
Assistant Headteacher (Pastoral & Attendance)- Sam Blunt – Sblunt@chantryschool.com

Appendix 2: attendance codes

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

Code	
/	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	Off-site educational activity Pupil is at a supervised off-site educational activity approved by the school, but it doesn't fit K, V, P or W codes
K	Off-site educational activity Provided by the local authority
P	Sporting activity Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience Pupil is on a work experience placement

Code	
Authorised absence	
C	Exceptional circumstances Pupil has been granted a leave of absence due to exceptional circumstances
C1	in a regulated performance/undertaking regulated employment abroad
C2	absent due to part-time timetable
D	Dual registered Pupil is attending a session at another setting where they are also registered

E	Suspended/Excluded
I	School has been notified that a pupil will be absent due to illness
J1	Pupil has an interview with a prospective employer/educational establishment
M	Medical/dental appointment
Q	unable to attend because of a lack of access arrangements
R	Pupil is taking part in a day of religious observance. Only 1 day is allowed, anymore coded as C, if agreed
S	Study leave Year 11 pupil is on study leave during their public examinations
T	Parent travelling for occupational purposes
Y1-7	Unable to attend due to exceptional circumstances School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Unauthorised absence	
G	Unauthorised holiday Pupil is on a holiday that was not approved by the school
N	Reason not provided Pupil is absent for an unknown reason (this code should be amended when the reason emerges within 5 days, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence School is not satisfied with reason for pupil's absence
U	Arrival after registration Pupil arrived at school after the register closed
X	Not required to be in school Pupil of non-compulsory school age is not required to attend
Z	Pupil not on admission register Register set up but pupil has not yet joined the school
#	Planned school closure Whole or partial school closure due to half-term/bank holiday/INSET day

Appendix 3: First Day Calling Absence Procedure

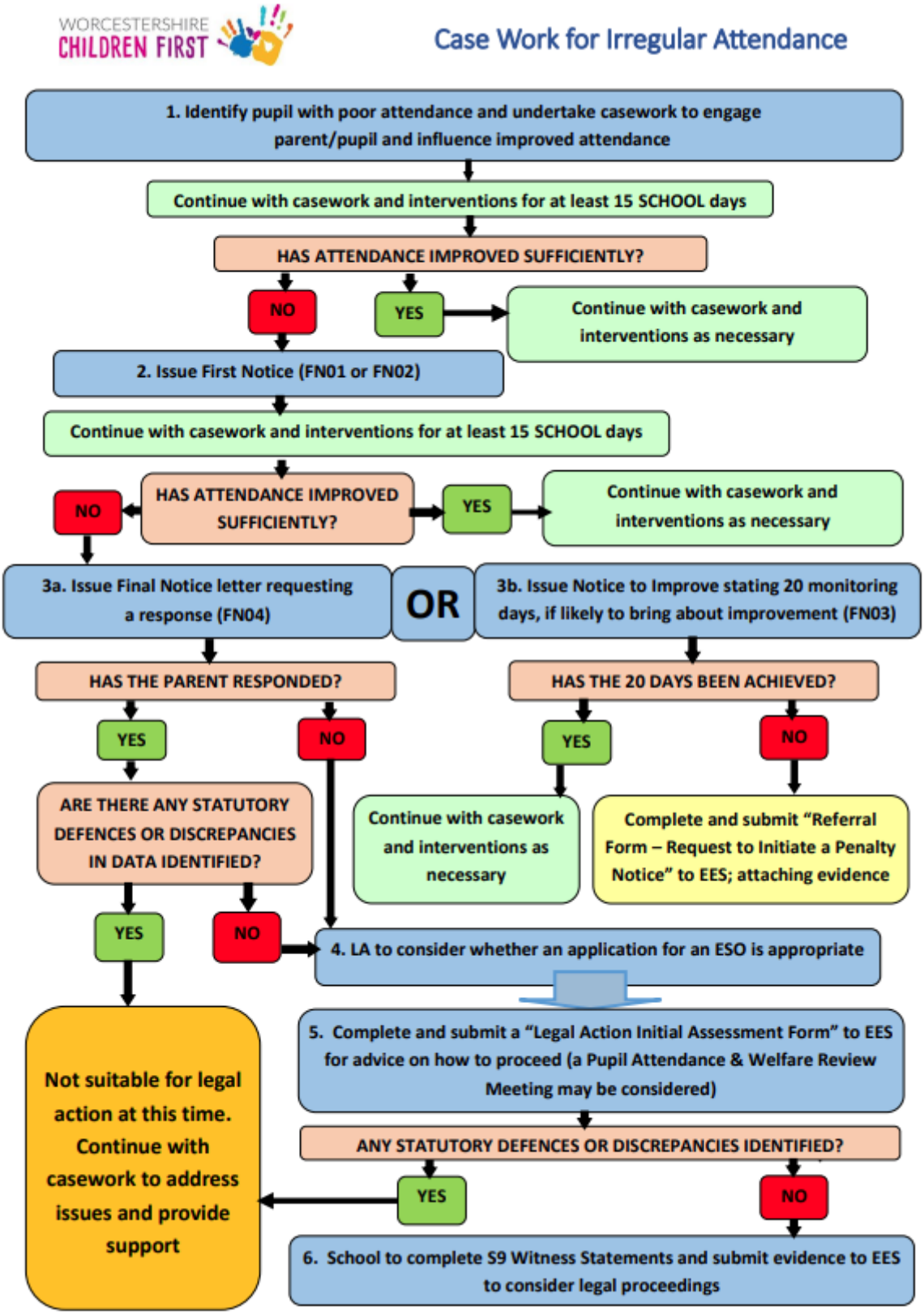
We must always remember that children present in school are safe children. If a child is absent this *can be* a safeguarding concern. We have a duty of care, and we are required to know where children are if they are absent from school and the reason for absence. Parents are required to inform the school of any absence, the reason for absence and must contact the school every day of absence.

When a pupil is absent from school and we have *not* received any contact from parents/carer with a reason for absence the following route will be followed.

	Action
Daily Procedure	Absence calls listened to/attendance emails/Arbor messages checked and logged on ARBOR Class registers completed and saved Late pupils signed in and logged on ARBOR and registers updated
Day 1	Text 1 message sent asap (but no later than 11am). re absence to ALL absentees Phone calls home in order of priority (CP, CIN, PA pupils, SEND) made from 9-00 a.m. Calls made by Attendance Officer, or the DSL if appropriate. Marks: • Where a valid reason is given by parent/carer the correct code will be entered in ARBOR • Where no reason is yet established the mark will remain as an N If no reason has been established by 2-30 p.m, call the first name on the contact list. Ring down the list until reply is received. If no response, send Text 2 (safeguarding focus) to first and second contacts on list. Alert HoY/DSL that the child is absent and no contact has been made (The pupil is identified as a priority call if absent the following day. If there are safeguarding concerns about the child, the DSL will risk assess the current level of concern and consider whether circumstances warrant a home visit. Where possible school staff or other agencies involved with the child will conduct the home visit If all other stages have been completed and there is still no contact regarding the absent child, the DSL will contact police the police will be contacted and asked to complete a welfare visit if appropriate. We should use 101. Log contact with parents re absence on CPOMS if no contact has been made on first day of absence.

Day 2	If the pupil is absent for a second day and no contact has been received Text 3 is sent by 9-00 a.m. This text highlights the school's concerns re safeguarding and their duty of care. E-mail is also sent to parent contact details. If there are NO immediate safeguarding concerns, the parental contact will be recorded on CPOMS. If there are safeguarding concerns Children's Social Care will be contacted again or the police will be asked to complete a welfare visit. Marks: • Where a valid reason is given by parent/carer the correct code will be entered in ARBOR • Where no reason is yet established the mark will remain as an **N** If no reason has been established by 2-30 p.m. Text 4 (safeguarding focus) is sent. This text informs the parent/carers that the police or Children's Social Care will be contacted
Day 3	If the pupil is absent for a third consecutive day and no contact has been received to give reason for the absence Text 4 is sent again. If no contact has been made with parents, emergency contact numbers will be used to find a reason for the pupil's continued absence. Contact is made with Children's Social Care for advice and guidance. Marks: • Where a valid reason is given by parent/carer the correct code will be entered in School base • Where no reason is yet established the mark will be changed to an **O** – an unauthorised absence. Log parental and other family contact and any concerns on CPOMS

Appendix 4: Case work for irregular attendance



Appendix 5: A Parent Guide to Attendance at The Chantry School

A guide to excellent school attendance.

Our school is committed to working towards at least 95% attendance for all our pupils. Working with parents to encourage young people to be positive active learners who develop their abilities through good social skills, safer lifestyles, a good work ethic and academic success. These attributes are supported and developed through excellent attendance, allowing young people to become better prepared for their future[1].

At The Chantry School we will:

- Recognise and reward 95%+ attendance
- Recognise and reward improving attendance
- Monitor every pupil's attendance and keep parents informed
- Be proactive in encouraging pupils to attend all the time
- Support parents and pupils where attendance falls
- Invite parents into school to discuss attendance concerns
- Involve outside agencies where necessary
- Only authorise non-medical absences in exceptional circumstances.
- Encourage pupils to catch up on missed class work and homework.

[1] https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4

A pupil with **90%** attendance may sound satisfactory, however, what this actually means

Mon	Tue	Wed	Thu	Fri

90% = half a day a week absent
90% = 19 school days missed over a school year
90% = 4 weeks of school missed over a school year
90% = 100 hours of lessons missed over a school year
90% = 6 months of missing school over the 5 years.

A pupil with **80%** attendance may sound satisfactory, however what this actually means…

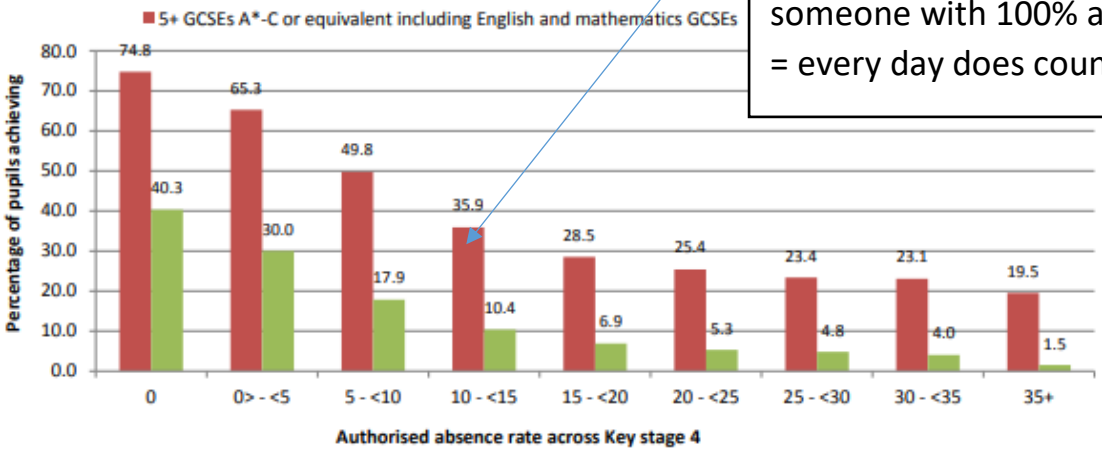
Mon	Tue	Wed	Thu	Fri

80% = one day a week absent
80% = 38 school days missed over a school year
80% = 8 weeks of school missed over a school year or 2 months
80% = 200 hours of lessons missed over a school year
80% = 12 months of missing school over the 5 years – one whole year missed.

Good attendance is linked to success

- Improved social skills
- Safer lifestyles
- Positive work ethic
- Academic success

A pupil with an average of 85-90% attendance will achieve roughly half the GCSE results of someone with 100% attendance = every day does count.



Top tips for improving attendance

- Encourage your child to be more resilient and learn the difference between feeling a little under the weather or tired and actually being ill and unfit for school.
- Organise late night, special outings and family events for Friday or Saturday evenings so your child is ready for school on a school morning.
- Monitor and control access to social media, electronic devices and gaming after 9pm to avoid young people being distracted from their sleep.
- Plan to take holidays during the 14 weeks pupils are not expected in school.
- Make all routine dentist and doctor appointments outside of school hours.
- For more non-routine medical appointments bring your child to school before and / or after the appointment.
- If your child is feeling under the weather / poorly they should attend school as in the majority of cases pupils feel better over the course of the day. We always send home a child who is ill and not fit for school.

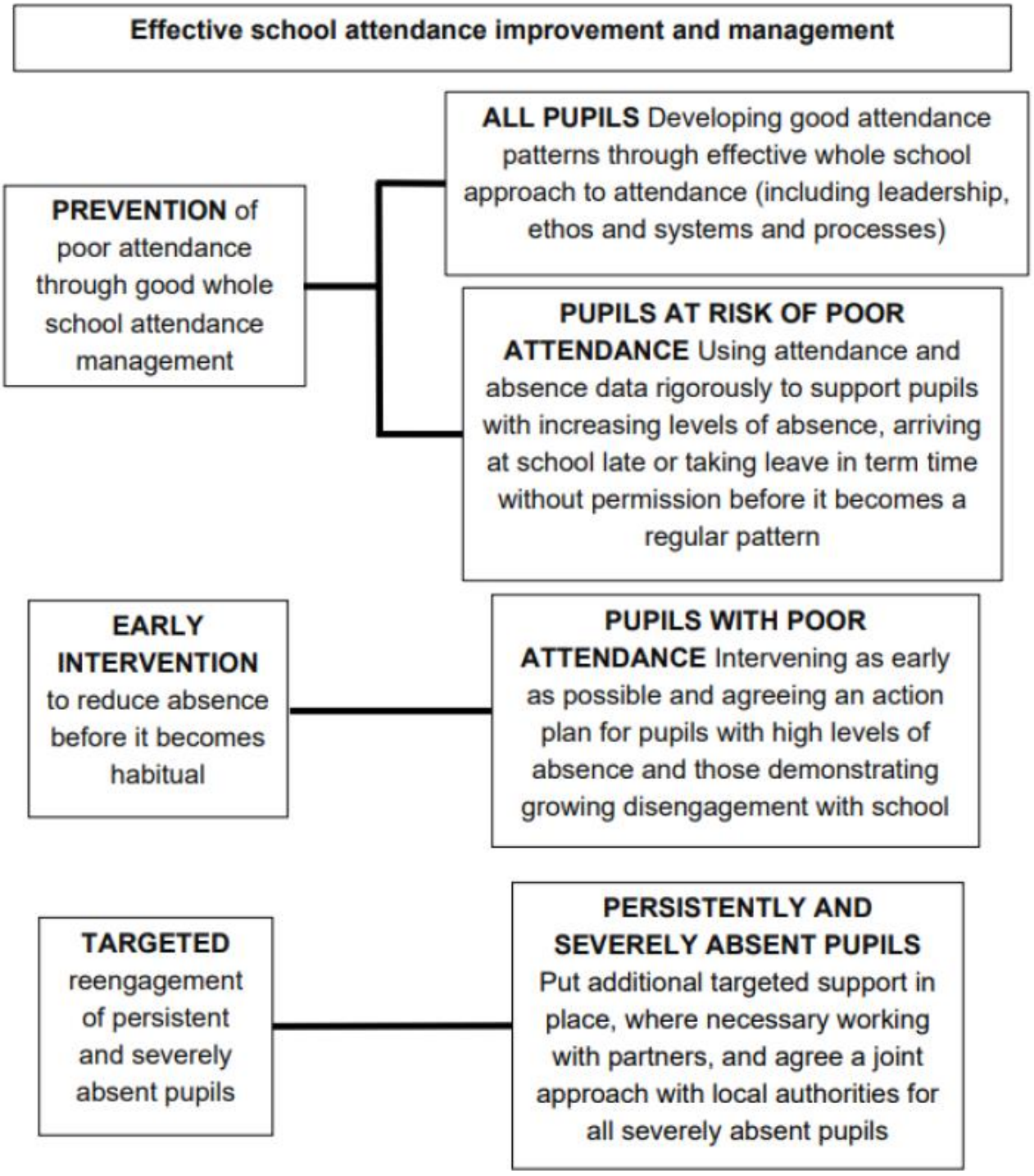
What counts as medical evidence?

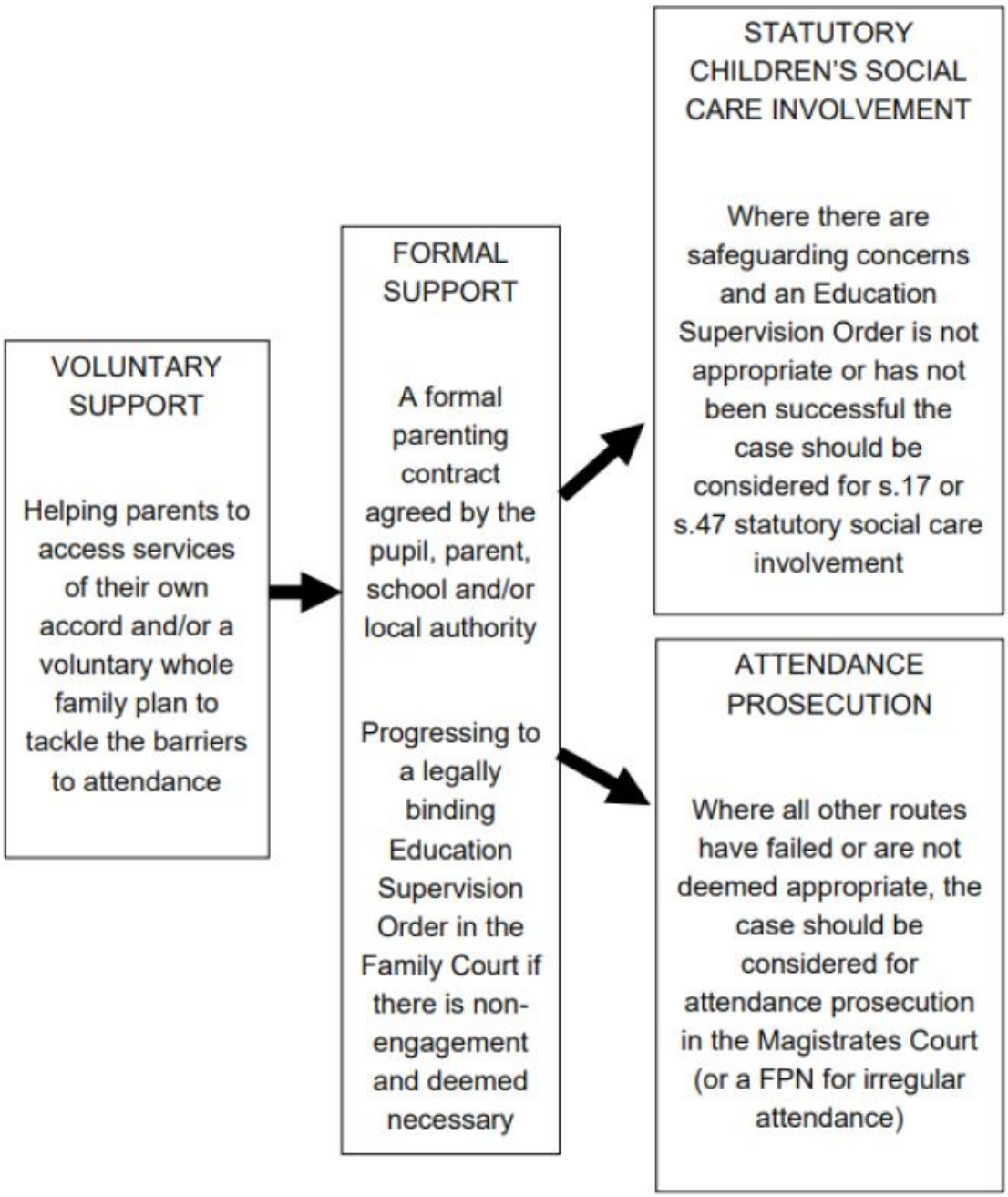
- Medical appointment card or letter
- Copy of a prescription showing name and date
- Prescribed medication with name and date
- Hospital discharge letter
- GP / Consultant / Paediatrician / Psychiatrist / Psychologist letter
- Written consent from a parent to contact the GP directly

Should I send my child to school today?

What if my child has…	*Medical recommendation*
A cough, cold or sore throat	No medical reason to be absent – drink plenty of fluids and take paracetamol if needed.
Diarrhoea / vomiting	Pupils can return to school once the diarrhoea and vomiting has stopped. There is no need to wait 48hours.
Tonsillitis, glandular fever or high temperature	Take medical advice.
Headache, earache or stomach ache	Depends on severity. Drink plenty of fluids and take paracetamol if needed for a headache or earache to manage pain, avoid pain killers for a stomach ache.
Conjunctivitis	No medical reason to be absent – eye drops are available from the chemist, wash hands regularly.
Impetigo	Stay off school until lesions are crusted or 48 hours after starting antibiotic treatment.
Period pain	No medical reason to be absent – drink plenty of fluids and take paracetamol if needed. Heat packs available in school.
A plaster cast	Pupils with mobility difficulties will be allowed to work in the Pastoral Support area or leave lessons early to avoid crowded areas.

Appendix 6: Working Together to improve school attendance (July 2026)




VOLUNTARY SUPPORT
Helping parents to access services of their own accord and/or a voluntary whole family plan to tackle the barriers to attendance
FORMAL SUPPORT
A formal parenting contract agreed by the pupil, parent, school and/or local authority
Progressing to a legally binding Education Supervision Order in the Family Court if there is non-engagement and deemed necessary
STATUTORY CHILDREN'S SOCIAL CARE INVOLVEMENT
Where there are safeguarding concerns and an Education Supervision Order is not appropriate or has not been successful the case should be considered for s.17 or s.47 statutory social care involvement
ATTENDANCE PROSECUTION
Where all other routes have failed or are not deemed appropriate, the case should be considered for attendance prosecution in the Magistrates Court (or a FPN for irregular attendance)