



Manchester Academy
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Manchester Academy Attendance Policy

Academic Year 2025 - 2026

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Contents

Section 1 - Summary	2
1.1. Attendance Matters	2
1.2. Aims.....	3
1.3. Effects of Non-Attendance.....	4
1.4. Attendance at Manchester Academy - Times of School Day.....	5
Section 2 – Safeguarding and Attendance	6
Section 3 – Legislation and Guidance	6
Section 4 - Using Data to Support Improvements in Attendance	6
Section 5 – Contents of the Attendance Register	7
5.1. Attendance and Absence Codes	8
5.1.i. Attending the School.....	8
5.1.ii. Attending a place other than School.....	9
5.1.iii. Absent – authorised leave of absence	10
5.1.iv. Absent – other authorised reasons.....	12
5.1.v. Absent – unable to attend school because of unavoidable cause.....	13
5.1.vi. Absent – unauthorised absence.....	15
Section 6 - Deletions from Register.....	15
Section 7 - Roles and Responsibilities	16
7.1. The Role of the Trustees - United Learning and our Regional Director	16
7.2. The Governing Body.....	16
7.3. The role of the Principal.....	17
7.4. The role of the Vice Principal: Pastoral.....	17
7.5. The role of the Attendance Team – Lower School / KS3 Attendance Officer & Upper School /KS4 Attendance Officer.....	18
7.6. The role of the Year Leaders: Years 7-11	18
7.7. The role of the Year Directors Years 7-10 & Assistant Vice Principal - Year 11 Director	18
7.8. The role of Form Tutors Years 7-11	18

7.9. The role of Teachers and Support Staff	19
7.10. The Role of The Designated Safeguarding Lead / Deputy Designated Safeguarding Lead – Complex Student Lead	19
7.11. The Role of SEND Coordinator and Higher-Level Teaching Assistants SEND.....	19
7.12. The role of Parents/Carers.....	19
7.13. The role of students	20
Section 8 - Support Systems	20
8.1. SOL Attendance.....	21
8.2. Early Help	22
8.3. Attendance Contract.....	23
8.4. Non-compliance with an attendance contract	23
8.5. Education Supervision Order	23
Section 9 - Penalty Notices	24
Section 10 – Persistent and severe absence	25
Persistent absence	25
Severe absence	25
Absence Monitoring.....	26

Section 1 - Summary

1.1. Attendance Matters

At Manchester Academy we have the highest expectations across all areas of school life including attendance and punctuality. We value positive relationships between both staff and pupils and want all pupils to feel they belong here and are valued. We work with our pupils to ensure that they have the highest possible attendance at school. We believe that regular school attendance is the best way for our students to support their academic, social, and emotional development.

Consistent attendance not only ensures that students receive the full benefit of our educational programs but also helps them develop a sense of responsibility and commitment. There is a clear link between academic outcomes and school attendance. We want all pupils to achieve excellent outcomes to give themselves the very best chance in life. Therefore, we are committed to fostering a culture of attendance and punctuality, recognising that every day counts in a student's educational journey. It is also important to us that pupils arrive to school on time, and they must be at school by 08:20, or 08:00 for our free Magic Breakfast club.

Regular attendance is not only crucial for academic success, but also a legal requirement. The law mandates that every child of compulsory school age is entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. There are 175 non-school days per year for holidays, shopping and appointments. There is no need, except in extreme circumstances to miss a day's education. If you miss one session in a week (remember, there are two sessions per day) your attendance is 90%. This means you miss 19 days of education in a year and risk dropping one grade in your GCSEs].

Manchester Academy endeavours to understand and support families on attendance matters, but not to tolerate poor attendance. We seek to identify reasons for poor attendance and work with families to improve attendance, keeping in mind the child's best interests at heart. Parents/carers are legally obliged to ensure that children of compulsory school age receive an efficient, full-time education suitable to their age, aptitude, and any special educational need that they may have. Where parents/carers decide to have their child at school, they have an additional legal duty to ensure 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 absence in advance from the school.

It is vital we work together to teach our pupils the value of attending school each and every day. However, we do appreciate that at times, pupils may not be able to attend school. We ask our parents and carers to follow the processes below. They support our safeguarding procedures.

1.2. Aims

Our aim is to create a school environment where children feel they belong and want to come to school. We believe our school is a great place to learn, and that being in school day in, day out, is in the best interests of all our pupils. However, we recognise that there will be times when there may be barriers that prevent children from attending school. In these instances, we will act early to understand the issue, provide support and work with the child and their family to get them back to regular attendance as quickly as possible.

We believe that one of the most important factors in promoting good attendance is the development of positive attitudes towards school and a sense of belonging. To this end, we strive to make our school a happy and rewarding experience for all children, and to foster positive and mutually respectful relationships with parents.

By promoting good attendance and punctuality we aim to:

- Make good attendance and punctuality a priority for all those involved in the school community.
- Raise our pupils' awareness of the importance of good attendance and punctuality.
- Provide support, advice and guidelines to parents, pupils and staff.
- Work in partnership with parents, including regularly informing them about their child's absence and attendance levels.
- Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps.

- Celebrate and reward good attendance and punctuality.

This policy sets out our school’s position on attendance and details the procedures that all parents must follow to report their child’s absence from school and to remind them of their legal duty, to ensure their child attends school regularly.

This policy will be applied fairly and consistently, considering the individual needs of our pupils and their families who have specific barriers to attendance. Therefore, in the development of our policy we have considered our obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

We will also support parents to perform their legal duty to ensure their children of compulsory¹ school age attend regularly and will promote and support punctuality in attending lessons.

We want our pupils to go to school every day unless they are not well enough to attend. We believe that children who attend school regularly are more likely to feel settled in school, maintain friendships, keep up with their learning and gain the greatest benefit from their education. We want all our pupils to enjoy school, grow up to become emotionally resilient, confident and competent adults who can realise their full potential. Regular attendance and punctuality are essential in the workplace and children who are used to attending school on time, and on every occasion unless they are too unwell to attend, will be better prepared for the attendance expectations in the workplace.

In April 2017 the Supreme Court clarified the definition of regular attendance to be attendance “in accordance with the rules prescribed by the school”, therefore if an absence is not authorised by the school, the pupil’s attendance is deemed to be irregular.

We will do all we can to encourage our pupils to attend. We will also make available the best provision we can for any pupil who needs additional support in school or who is prevented from attending school, due to a medical condition.

Please see DfE guidance documents [‘Supporting pupils at school with medical conditions - December 2015’](#), [‘Ensuring a good education for children who cannot attend school because of health needs- January 2013’](#) and [Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK \(www.gov.uk\)](#) – or ask the school for printed copies.

1.3. Effects of Non-Attendance

The table below indicates how what might seem like just a few days absence can result in children missing a significant number of lessons.

Attendance during school year	Days lost in a year	Which is approximately	Approximate number of lessons missed
95%	9.5 Days	2 Weeks	50 Lessons

¹ A child becomes of ‘compulsory school age’ on the 1st January, 1st April or 1st September following their 5th birthday and ceases to be of compulsory school age on the last Friday in June of Year 11.

90%	19 Days	4 Weeks	100 Lessons
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1.4. Attendance at Manchester Academy - Times of School Day

KS3 / Lower School (Year 7, Year 8, Year 9)		KS4 / Upper School (Year 10, Year 11)	
Form Time	08:30 - 09:00	Form Time	08:30 – 09:00
Period 1	09:00 - 10:00	Period 1	09:00 – 10:00
Break	10:00 - 10:20	Period 2	10:00 – 11:00
Period 2	10:20 – 11:20	Break	11:00 – 11:20
Period 3	11:20 – 12:20	Period 3	11:20 – 12:20
Lunch	12:20 – 13:00	Period 4	12:20 – 13:20
Period 4	13:00 – 14:00	Lunch	13:20 – 14:00
Period 5	14:00 – 15:00	Period 5	14:00 – 15:00

Year	Year Director (YD)	Year Leader (YL)	Attendance Officer (AO)
Year 7	Johnathan.Beesley@manchester-academy.org	Tianna.richards@manchester-academy.org	christopher.campbell@manchester-academy.org
Year 8	Danielle.Maybury@manchester-academy.org	Mike.Dugdale@manchester-academy.org	christopher.campbell@manchester-academy.org
Year 9	Nikita.stanford@manchester-academy.org	Imran.Gill@manchester-academy.org	christopher.campbell@manchester-academy.org
Year 10	Tabet.Abdulmalek@manchester-academy.org	James.Morton@manchester-academy.org	timothy.clarke@manchester-academy.org
Year 11	Rebecca.Tempest@manchester-academy.org	Emmanuel.Nnadede@manchester-academy.org	timothy.clarke@manchester-academy.org

YLS carry out first day calling on the first day of absence when a child is absent and will log findings on Arbor.

Section 2 – Safeguarding and Attendance

Our school will monitor trends and patterns of absence for all pupils as a part of our standard procedures. However, we are aware that sudden or gradual changes in a pupil's attendance may indicate additional or more extreme safeguarding issues. In line with government guidance [Keeping Children Safe in Education](#) we will investigate and report any suspected safeguarding cases on to the relevant authorities. As part of our safeguarding duty and our standard procedures, we will inform the Local Authority and/or the Police of the details of any pupil who is absent from school when the school cannot establish their whereabouts and is concerned for the pupil's welfare.

Section 3 – Legislation and Guidance

This policy meets the requirements of the government guidance 2024 [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](#) from the Department for Education (DfE), and refers to the DfE's 2015 statutory guidance on [School Attendance Parental Responsibility Measures](#). These documents are drawn from legislation setting out the legal powers and duties that govern school attendance including:

- The Education Act 1996
- The Children Act 1989
- The Crime and Disorder Act 1998
- The Anti-social Behaviour Act 2003
- The Education and Inspections Act 2006
- The Sentencing Act 2020
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- The Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024
- The Education (Penalty Notices) (England) (Amendments) Regulations 2024

Section 4 - Using Data to Support Improvements in Attendance

Any absence affects the pattern of a child's schooling and regular absence may seriously affect their learning. The Department for Education (DfE) defines a pupil as a 'persistent absentee' when they miss 10% or more schooling across the school year, for whatever reason. For pupils who miss more than 50% of possible sessions they are defined as 'severely absent'.

The school will ensure that data, including the DfE's View Your Education Data platform, is routinely monitored to identify emerging attendance issues and will seek to prevent any pupil becoming persistently or severely absent. This will include: identifying the individual needs of pupils; working closely with families and wider support services to remove barriers to attendance; and where a formalised approach in conjunction with the local authority is required in line with the DfE guidance [Working Together to Improve School Attendance](#).

School will regularly monitor attendance data to quickly identify pupils and cohorts who need target attendance support.

We use this data in the following ways:

1. **Identifying Trends:**
 - School will analyse attendance data to identify patterns and trends. This helps us understand which students or groups may need additional support and allows school to address issues promptly.
2. **Individual Support:**
 - By monitoring daily attendance, school can quickly identify students who are frequently absent or late. This enables us to reach out to families and offer tailored support to address any underlying issues.
3. **Comparative Analysis:**
 - School will compare our school's attendance data with local and national averages. This helps us gauge our performance and implement best practices to improve overall attendance.
4. **Communication and Intervention:**
 - When school notices a student's attendance is declining, school will communicate with parents to understand the reasons and work together to find solutions. This may include meetings, support plans, or referrals to external services if needed.
5. **Legal Compliance:**
 - Our data monitoring ensures we comply with legal requirements regarding school attendance. We keep accurate records and report to the local authority as required.

Manchester Academy uses a system called SOL Attendance with a goal of stopping poor attendance habits before they start. Each week, the SOL spreadsheet is sent to all staff. The spreadsheet contains each child's year to date attendance for that week showing if each child's attendance has maintained, improved or declined. More information about SOL Attendance can be found in Section 4.

Section 5 – Contents of the Attendance Register

The law makes it clear that schools must take the attendance register at the start of the morning session of each school day and once during the afternoon session. On each occasion the register is taken, the appropriate attendance and absence code must be entered for every pupil. Please refer to the Attendance and Absence Codes section of this document for descriptions of each code.

The school must record whether each pupil is:

- Attending, or
- Absent

Effective and timely use and sharing of register data is critical to safeguard children, improve attendance and is supported using our electronic Management Information System to record attendance information. Our registers will be preserved for 6 years from the date after the last entry was made.

For any absence, the attendance team register must accurately identify whether the absence is

authorised or unauthorised. The school can only decide whether an absence is authorised if the school has been informed of the absence and the reason(s). Ideally, evidence identifying the reason for absence will also be provided, however this is not always necessary. Evidence supporting absence(s) will be requested by the school when it is deemed necessary. Any absence without a reported reason will be recorded as unauthorised.

All requests for leave of absence during term time will be unauthorised, unless evidence of exceptional circumstances is provided to Manchester Academy.

Parents must report each day of absence by 8:30am by:

- phone @ 0161 232 1639
- email @ attendance@manchester-academy.org
- messages via Arbor App

Parents/carers must inform Manchester Academy of any absence by 8:30am, on each day of absence. Parents/carers must also provide an expected date of return alongside any medical evidence upon request. Medical evidence may be requested in cases where clarification is needed to accurately record absence, or where school has genuine and reasonable doubt around the authenticity of the absence. Typical forms of Medical evidence include appointment cards, letters or copies of a prescription. School are not unbending about the form of evidence requested, and will speak to families to determine what evidence is appropriate.

Even if you have contacted school, you may receive a phone call from staff to clarify matters.

On each occasion the register is taken the appropriate national attendance and absence code must be entered for every pupil. These codes enable schools to record and monitor attendance and absence in a consistent manner and are used to collect statistics.

5.1. Attendance and Absence Codes

The attendance codes set out by the government are explained below:

5.1.i. Attending the School

Code / \: Present at the school / = morning session \ = afternoon session

- Pupils must not be recorded as present if they are not in school during registration. If a pupil were to leave the school premises after registration, they will still be counted as attending for statistical purposes.
- This code is classified for statistical purposes as attending.

Code L: Late arrival before the register is closed

- The pupil was absent when the register started being taken but arrives before the register is closed. Manchester Academy discourages late arrival and track patterns of late arrival. All Registers will remain open for 30 minutes after the start of the session. If a pupil is marked N but arrives later in the session after the register has closed, the attendance register will be amended to mark them as absent using code U or another absence code that is more appropriate.

- This code is classified for statistical purposes as attending.

5.1.ii. Attending a place other than School

Code K: Attending education provision arranged by the local authority

- The pupil is attending a place, other than the school or any other school at which they are a registered pupil, for educational provision arranged by a local authority under section 19(1) of the Education Act 1996 (exceptional provision of education), section 42(2), or 61(1) of the Children and Families Act 2014 (special educational provision off site). A pupil attending provision arranged by the school rather than the local authority must be recorded using Codes P or B instead.
- Schools will ensure that the arrangements are in place whereby the provider notifies the school of any absence by the pupil. School will record the pupil's absence using the relevant absence code.
- This code is classified for statistical purposes as attending an approved educational activity.

Code P: Participating in a sports activity

- The pupil is attending a place for an approved educational activity that is a sporting activity. The sporting activity must take place during the session for which it is recorded. A pupil can only be recorded as attending a place for an approved educational activity if:
- The place is somewhere other than the school, another school where the pupil is registered, or a place where educational provision has been arranged for the pupil by a local authority under section 19(1) of the Education Act 1996 or sections 42(2) or 61(1) of the Children and Families Act 2014;
- The activity is of an educational nature;
- The school has approved the pupil's attendance at the place for the activity;
- The activity is supervised by a person considered by the school to have the appropriate skills, training, experience and knowledge to ensure that the activity takes place safely and fulfils the educational purpose for which the pupil's attendance has been approved.
- Supervision means the pupil is physically supervised by someone who meets this definition. If schools have concerns about the appropriateness of an activity, they can seek advice from the sports' national governing body. The final decision on approving the activity, however, rests with the school and they should take the effect on the pupil's general education into account. Schools have responsibilities for the safeguarding and welfare of pupils attending an approved educational activity. The school will need to be satisfied that appropriate measures have been taken to safeguard the pupil. Schools should ensure that they have in place arrangements whereby the provider of the sporting activity notifies the school of any absence by the pupil. The school must record the pupil's absence using the relevant absence code.

Code V: Attending an educational visit or trip

- The pupil is attending a place, other than the school or any other school at which they are a registered pupil, for an educational visit or trip arranged by or on behalf of the school and supervised by a member of school staff. The visit or trip must take place during the session for which it is recorded.
- If the pupil does not attend the visit or trip the school must record the pupil's absence using

the relevant absence code.

- This code is classified for statistical purposes as attending an approved educational activity.

Code W: Attending Work Experience

- The pupil is attending a place for an approved educational activity that is work experience provided under arrangements made by a local authority or the school as part of the pupil's education. The work experience must take place during the session for which it is recorded.
- A pupil can only be recorded as attending a place for an approved educational activity if: the place is somewhere other than the school, another school where the pupil is registered, or a place where educational provision has been arranged for the pupil by a local authority under section 19(1) of the Education Act 1996 or sections 42(2) or 61(1) of the Children and Families Act 2014; the activity is of an educational nature; the school has approved the pupil's attendance at the place for the activity; and the activity is supervised by a person considered by the school to have the appropriate skills, training, experience and knowledge to ensure that the activity takes place safely and fulfils the educational purpose for which the pupil's attendance has been approved. Supervision means the pupil is physically supervised by someone who meets this definition. Schools have responsibilities for the safeguarding and welfare of pupils attending an approved educational activity. The school will need to be satisfied that appropriate measures have been taken to safeguard the pupil. Schools should ensure that they have in place arrangements whereby the provider of the work experience notifies the school of any absence by the pupil. The school must record the pupil's absence using the relevant absence code

5.1.iii. Absent – authorised leave of absence

Code C1: Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.

- Schools can grant leaves of absence for pupils to undertake employment (paid or unpaid) during school hours only in the following circumstances (under regulation 11(2)):
 - o Where the local authority has granted a licence for the pupil to take part in a performance regulated by section 37(2) of the Children and Young Persons Act 1963.
 - o Where a pupil does not need a licence for such a performance because an exception applies under section 37(3) of the Children and Young Persons Act 1963, including where a Body of Persons Approval (BOPA) covering the pupil has been issued by the local authority in whose area the performance will take place or the Secretary of State.
 - o Where a Justice of the Peace has given the pupil a licence to go abroad for a performance or other regulated purpose under section 25(2) of the Children and Young Persons Act 1933.
- This code is classified for statistical purposes as authorised absence.

Code M: Leave of absence for the purpose of attending a medical or dental appointment

- Parents are encouraged to make appointments out of school hours. Where this is not possible, they should get school's agreement in advance and the pupil should only be out of school for the minimum amount of time necessary for the appointment.
- If a pupil is present at registration but then leaves the school to attend a medical or dental

appointment during the session in question, no absence will be recorded for that session.

- This code is classified for statistical purposes as authorised absence

Code J1: Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution

- Schools can grant leave of absence, where an application has been made in advance by the parent who the pupil normally lives with (or the pupil if they will be over compulsory school age by the time of the absence) and the leave is to enable the pupil to attend an interview for employment or admission to another educational institution.
- This interview must take place during the session for which it is recorded.
- This code is classified for statistical purposes as authorised absence.

Code S: Leave of absence for the purpose of studying for a public examination

- Schools can grant leave of absence for a pupil to study for a public examination and the leave has been agreed in advance with a parent who the pupil normally lives with (or the pupil if they will be over compulsory school age by the time of the absence).
- If school decides to grant study leave, provision will be made available for those pupils who want to continue to come into school to revise.
- This code is classified for statistical purposes as authorised absence.

Code X: Non-compulsory school age pupil not required to attend school

- Schools can grant a leave of absence for a pupil not of compulsory school age to attend school part-time.
- Where the pupil is absent when timetabled to attend the school, the absence must be recorded using the appropriate absence code not code X.
- This code is classified for statistical purposes as not a possible attendance.

Code C2: Leave of absence for a compulsory school age pupil subject to a part-time timetable

- All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs in line with paragraphs 67 – 70.
- Schools can grant a leave of absence to temporarily reduce the timetable of a pupil of compulsory school age to part-time, if school and a parent who the pupil normally lives with have agreed that, exceptionally, the pupil should temporarily be educated only part-time and have agreed the times and dates when the pupil will, during the period of temporary part-time education, be expected to attend the school.
- Where a pupil is receiving a full-time education, but only part-time at the school in question (e.g. dual registration, part-time unregistered alternative provision or flexi-schooling) this code will not be used and the appropriate code for why the pupil is not in school for that session should be used.

Code C: Leave of absence for exceptional circumstance

- Schools can grant a leave of absence at their discretion. A leave of absence will not be granted unless there are exceptional circumstances.
- School will judge each application individually considering the specific facts and circumstances and relevant background context behind each request. Where a leave of

absence is granted, school will determine the number of days a pupil can be absent from school. A leave of absence is granted entirely at school's discretion.

- Schools can only grant such a leave of absence where an application is made in advance by a parent the pupil normally lives with (or the pupil if they will be over compulsory school age by the time of the absence).
- Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.
- This code is classified for statistical purposes as authorised absence.

5.1.iv. Absent – other authorised reasons

Code T: Parent travelling for occupational purposes

- The pupil is a mobile child and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place.
- School only will ask for proof that the parent is travelling for occupational purposes when there are genuine and reasonable doubt about the authenticity of the reason for absence given. If there is doubt over the reason given, school may ask for proof that the family are required to travel for occupational purposes during the period of absence.
- To help ensure continuity of education for pupils, when their parent(s) is travelling for occupational purposes in England, it is expected that the pupil should attend a school where their parent(s) is travelling and be dual registered at that school and their main school.
- This code is classified for statistical purposes as authorised absence. However, if a pupil's attendance was to fall below an acceptable level, consideration may be given to attendance enforcement.

Code I: Illness (not medical or dental appointment)

- The pupil is unable to attend due to illness (both physical and mental health related). Parents should notify school on the first day the child is unable to attend due to illness.
- As covered on page (4), medical evidence may be requested when further clarification is required, or when there are genuine concerns about the authenticity of illness. Where a parent cannot provide evidence in the form requested but can provide other evidence, school will take this into account. Where a parent cannot provide any written evidence, school will have a conversation with the parent and pupil, if appropriate, which may in itself serve as the necessary evidence to record the absence.
- This code is classified for statistical purposes as authorised absence.

Code R: Religious observance

- The pupil is absent on a day that is exclusively set apart for religious observance by the religious body the parent(s) belong to (not the parents themselves).
- As a general rule, 'a day exclusively set apart for religious observance' is a day when the pupil's parents would be expected by the religious body to which they belong to stay away from their employment in order to mark the occasion.
- If a religious body sets apart a single day for a religious observance and the parent applies for more than one day, the school may only record one day using this code; the rest of the time would need a leave of absence, and this is granted at school's discretion as set out under

Code C. Further days not granted by the school will be recorded as unauthorised.

- Schools and local authorities may seek to minimise the adverse effects of religious observance on a pupil's attendance and attainment by considering approaches such as:
 - o Setting term dates around days for religious observance;
 - o Working with local faith groups to develop guidance on absence for religious observance;
 - o Taking INSET days that coincide with religious observance days; and
 - o Providing individual support for pupils who miss sessions on days exclusively set apart for religious observance.
- This code is classified for statistical purposes as authorised absence.

Code E: Suspended or permanently excluded and no alternative provision made

- The pupil is suspended from school or permanently excluded from school, but their name is still entered in the admission register, and no alternative provision has been made for the pupil to continue their education.
- When a pupil of compulsory school age is suspended or permanently excluded on disciplinary grounds from a maintained school, pupil referral unit, academy, city technology college, or city college for the technology of the arts, alternative provision must be arranged from the sixth consecutive school day of any suspension or permanent exclusion. Where alternative provision is made for the session in question and the pupil is attending it, schools should record this using the appropriate attendance code, or if the pupil is attending another school at which they are a registered pupil, school will record this using code D (dual registered at another school).
- This code is classified for statistical purposes as authorised absence.

5.1.v. Absent – unable to attend school because of unavoidable cause

Code Q: Unable to attend the school because of a lack of access arrangements

- The pupil is unable to attend the school because a local authority has a duty set out in regulation 10(12) or (13) to make access arrangements to enable the pupil's attendance at school and have failed to do so.
- This code is classified for statistical purposes as not a possible attendance.

Code Y1: Unable to attend due to transport normally provided not being available

- The pupil is unable to attend because the school is not within walking distance of their home and the transport to and from school that is normally provided for the pupil by the school or local authority is not available.
- Walking distance in relation to a child under the age of 8, means 2 miles, and for a child of 8 or above, means 3 miles. In each case measured by the nearest available route.
- This code is classified for statistical purposes as not a possible attendance.

Code Y2: Unable to attend due to widespread disruption to travel

- The pupil is unable to attend the school because of widespread disruption to travel caused by a local, national, or international emergency.
- This code is classified for statistical purposes as not a possible attendance.

Code Y3: Unable to attend due to part of the school premises being closed

- Part of the school premises is unavoidably out of use and the pupil is one of those that cannot practicably be accommodated in those part of the premises that remain in use.
- This code is classified for statistical purposes as not a possible attendance.

Code Y4: Unable to attend due to the whole school site being unexpectedly closed

- Where school was planned to be open for a session, but the school is closed unexpectedly (e.g. due to adverse weather), the attendance register is not taken as usual because there is no school session. Instead, every pupil listed in the admission register at the time will be marked with code Y4 to record the fact that school is closed.
- This code will not be used for any planned closure such as weekends or holidays.
- This code is classified for statistical purposes as not a possible attendance.

Code Y5: Unable to attend as pupil is in criminal justice detention

- The pupil is unable to attend the school because they are:
 - o in police detention,
 - o remanded to youth detention, awaiting trial or sentencing, or
 - o detained under a sentence of detention.
- If a pupil is remanded to local authority accommodation, they should attend school as normal where possible and where it is not possible any absence should be recorded using the appropriate code.
- A pupil's absence will be recorded under code Y7 (Unable to attend because of any other unavoidable cause) if they are unable to attend because they are serving a community based (i.e. non-detained) part of a sentence of detention, referral order, or youth rehabilitation order that requires them to be absent during the school day.
- Schools will communicate with the pupil's Youth Offending Team worker while the pupil is in custody and remains on the school roll to discuss the pupil's educational needs, progress and return to the school upon their release where appropriate.
- This code is classified for statistical purposes as not a possible attendance.

Code Y6: Unable to attend in accordance with public health guidance or law

- The pupil's travel to or attendance at school would be:
 - o contrary to any guidance relating to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care (or the equivalent in Scotland, Wales and Northern Ireland), or
 - o prohibited by any legislation relating to the incidence or transmission of infection or disease.

Code Y7: Unable to attend because of any other unavoidable cause

- An unavoidable cause, that is not covered by one of the other 'unable to attend' codes detailed above, is preventing the pupil from attending the school.
- This code should be used only where something in an emergency has prevented the pupil from attending the session in question. The unavoidable cause must be something that affects the pupil, not the parent. The fact that a parent has done all they can to secure the attendance of the pupil at school does not, in itself, mean the pupil has been prevented by unavoidable cause.

- Schools must also record the nature of the unavoidable cause.
- This code is classified for statistical purposes as not a possible attendance.

5.1.vi. Absent – unauthorised absence

Code G: Holiday not granted by the school

- School has not granted a leave of absence, and the pupil is absent for the purpose of a holiday.
- School cannot grant a leave of absence retrospectively. If the parent did not apply in advance, leave of absence will not be granted.
- This code is classified for statistical purposes as unauthorised absence.

Code N: Reason for absence not yet established

- Schools will follow up all unexplained and unexpected absence in a timely manner. Every effort should be made to establish the reason for a pupil's absence. When the reason for absence has not yet been established before the register closes, the absence must be recorded with code N.
- Where absence is recorded as code N (reason not yet established) in the attendance register, the correct absence code should be entered as soon as the reason is ascertained, but no more than 5 school days after the session. After 5 days, any code N will be changed to code O.
- This code is classified for statistical purposes as unauthorised absence.

Code O: Absent in other or unknown circumstances

- Where no reason for absence is established or school is not satisfied that the reason given is one that would be recorded using one of the codes statistically classified as authorised.
- This code is classified for statistical purposes as unauthorised absence.

Code U: Arrived in school after registration closed

- Where a pupil has arrived late after the register has closed but before the end of session.
- School actively discourages late arrival and are alert to patterns of late arrival and seek an explanation from the parent. after which a pupil will be marked as absent.
- All Registers will remain open for no later than 30 minutes after the start of the session. Arrival to a session after 30 minutes will result in Code U being applied.
- This code is classified for statistical purposes as unauthorised absence.

Section 6 - Deletions from Register

Manchester Academy's primary purpose to ensure that all students on roll are appropriately safeguarded. Therefore, students will only be removed from the register for reasons outlined in Education (Pupil Registration) (England) Regulations 2016. These are:

- The student has ceased to be of compulsory school age.
- Permanent Exclusion has occurred, and all necessary checks have been made.

- Transfer between schools.
- Student withdrawn to be educated outside of the school system.
- Failure to return from an extended holiday after the school has tried to locate the student.
- A medical condition prevents attendance and return to school before ending compulsory school age.
- In custody for more than four months.
- 20 days continuous unauthorised absence and the school has tried to locate the student.
- Left school but not known where they have gone after the school has tried to locate the student.
- Death of a student.

Section 7 - Roles and Responsibilities

Manchester Academy believes that improved school attendance can only be achieved if it is viewed as a shared responsibility of the United Learning staff, school staff, governors, parents, students and the wider school community. Shared responsibility includes:

7.1. The Role of the Trustees - United Learning and our Regional Director

Trustees and the Regional Director have a responsibility to support, challenge and monitor all aspects of the school's work on attendance. Specifically, they will:

- Monitor the school's attendance data
- Hold those to account for leadership and management of procedures and interventions.

7.2. The Governing Body

The Governors will specifically:

- Ensure that the importance and value of good attendance is promoted to students and their parents/ carers.
- Regularly review the school's Attendance Policy and ensure the required resources are available to fully implement the policy.
- Ensure that the Registration Regulations, England, 2016 and other attendance related legislation is complied with.
- Agree school attendance targets and ensure they are widely publicised.
- Monitor the school's attendance and related issues through termly reporting at Governing Body Meetings.
- Ensure that attendance data is reported to the Local Authority or Department for Education as required and on time.
- Ensure that there are named senior leader to lead on attendance.
- Ensure that the school has clear systems to report, record and monitor the attendance of all students, including those who are educated off-site.
- Ensure that there are procedures for collecting and analysing attendance data frequently to identify causes and patterns of absence.
- Ensure that data is understood and used to devise solutions and to evaluate the effectiveness of interventions.

7.3. The role of the Principal

The Principal will:

- Actively promote the importance and value of good attendance to students and their parents.
- Form positive relationships with students and parents.
- Establish a safe environment that encourages good attendance
- Provide a varied, broad, motivating and inclusive curriculum for all students
- Ensure good teaching and learning experiences that encourage students to attend and achieve.
- Monitor the implementation of the Attendance Policy and ensure that the policy is reviewed regularly.
- Ensure that staff are aware of the Attendance Policy and can address attendance issues.
- Ensure that the Registration Regulations, England, 2016 and other attendance related legislation is complied with - School systems that meet statutory requirements
- Ensure that there are named senior leader to lead on attendance and allocate sufficient time and resource.
- Will be available to attend a Stage 4 Panel meetings with parents/carers as appropriate, which includes attendance and punctuality.

7.4. The role of the Vice Principal: Pastoral

The Vice Principal is the designated member for the Leadership Team who has specific responsibility to lead and oversee attendance alongside the school's Attendance Team – Attendance Officer low school and Attendance Officer upper school. Specifically:

- Lead and support the implementation of this Attendance Policy and all procedures within it
- Line manages the Attendance Team
- Holds those to account for management of procedures and interventions at every level with support of Assistant Vice Principals – Lower School (KS3) and Upper School (KS4)
- Returns school attendance data to the Department for Education as required and on time.
- Reports the school's attendance and related issues through termly reporting to the Governing Body.
- Ensures that systems to report, record and monitor the attendance of all students, including those who are educated off-site are implemented.
- Ensures that attendance data is collected and analysed frequently to identify causes and patterns of absence.
- Interprets the data to devise solutions and to evaluate the effectiveness of interventions.
- Ensures that all the above priorities are shared with and reinforced by all relevant school staff.
- Develop a multi-agency response to improve attendance and support students and their families.
- Use the standard documents to support a move to legal proceedings should that be necessary.
- Monitor and evaluate the effectiveness of procedures of the legal proceedings.
- Produce, analyse and track attendance data and reports with the Attendance Team
- The Vice Principal will be available to attend a Stage 3 Panel meetings with parents/carers as appropriate, which includes attendance and punctuality.

7.5. The role of the Attendance Team – Lower School / KS3 Attendance Officer & Upper School /KS4 Attendance Officer

The Attendance Team has specific oversight and responsibility for attendance and punctuality. Specifically:

- To ensure attendance is a high priority for all members of the school community
- To track, monitor and evaluate the school's attendance and punctuality data – report to Governors, SLT, Year Directors and Year Leaders
- To attend fortnightly Child Around the Table (CATT) Meetings which discusses intervention/data from dashboards for each group, Y7-11
- Coordinate interventions for students at Persistent Absentee and Severe Absentee levels - liaise with home and provide home visits, attend parent/carer meetings (individual or group)
- Action attendance letters, hold parent meetings and liaise with Form Tutors and subject staff (absence and patterns of absence)
- Prepare a support package on a student's return from long term absence
- Lead on the punctuality data
- Liaise with external agencies including the Manchester City Council Attendance Team
- Attend Manchester Academy Safer School Partnership, provide information and next steps with reference to Safeguarding.

7.6. The role of the Year Leaders: Years 7-11

Each year group's attendance and welfare are managed by a Year Leader, specifically, they will:

- Monitor and act upon attendance and punctuality data of their year group
- Contact parents/guardians if a pupil is absent from school – First Day calling
- Lead/support on interventions for their year group, liaise with students and parents/carers
- Hold parent meetings and liaise with Form Tutors and subject staff (From actioned letters sent)
 - Liaise with Form Tutors and subject staff where long-term absence occurs; liaise with home over appropriate work, send work home and be part of a reintegration process
- Work with the Attendance Team to help/guide a student on a phased return package when they return from long term absence (discussed with Vice Principal and at CATT Meetings)

7.7. The role of the Year Directors Years 7-10 & Assistant Vice Principal - Year 11 Director

Each year group's academic progress is overseen by a Year Director Y7-Y10 and Assistant Vice Principal – Year 11 Director. Specifically, they will:

- Attend Quality Assurance Meetings with their Attendance Officer to review, monitor, action attendance concerns and provide interventions for students in their year group.
- Quality assures the early intervention of Form Tutors and to hold Form Tutors to account on phone calls home and delivery of Form time attendance sessions
- Work closely with the Year Leaders by sharing information and concerns from other key people in school (for example SEND, Community, Safeguarding) at CATT Meetings
- Liaise with Form Tutors and subject staff where long-term absence occurs; liaise with home/parents over appropriate work, sending work home and being part of a reintegration process

7.8. The role of Form Tutors Years 7-11

Form Tutors see their form group daily. They are ideally placed to assess a student's immediate

wellbeing.

They will analyse weekly attendance data, pick up early concerns and initiate early intervention with guidance from the Year Director and Year Leader. Specifically, they will:

- Use the Arbor register procedures with accuracy
- Monitor the individual students in their form and any attendance patterns that occur – liaise with Year Director and the Attendance Team – KS3 – Lower School / KS4 – Upper School
- Have discussions with students in their form about attendance at every level – complete the Form Time Booklet every half term to supports students with their attendance and targets.

7.9. The role of Teachers and Support Staff

- Be a positive role model in his/her own attendance and punctuality
- Create a safe and purposeful learning environment
- Report concerns to the Pastoral Team, liaise with Attendance Team, Year Directors, send work on request to Year Directors/ Year Leaders to send home if required.
- Inform the Vice Principal – Curriculum and Assessment including the data team of any class or set changes (Teacher and other adult in the classroom). Changes must be accurate for daily registers.
- Follow urgent student's missing protocols for safeguarding purposes
- Ensure correct register procedures – Ad hoc registers have been carried out for trips, visits, activities and Interventions and anything else that takes a child out of lesson. A register must be completed for all parts of the school day.

7.10. The Role of The Designated Safeguarding Lead / Deputy Designated Safeguarding Lead – Complex Student Lead

The role of DSL / DDSL is specifically to:

- Check the attendance daily of all students under the remit of safeguarding are in school – Children in Need, Looked After Children, Child Protection
- Check the attendance daily of all students educated off-site (Completed by DDSL)
- Monitor and review and report any concerns daily to the Attendance Team/Vice Principal Pastoral.

7.11. The Role of SEND Coordinator and Higher-Level Teaching Assistants SEND

The role of SENDCO / HLTA SEND are specifically to:

- Check the daily attendance of all students under the remit of SEND are in school
- Monitor, review and report any concerns daily to the Attendance Team/Vice Principal/Pastoral.

7.12. The role of Parents/Carers

Students can achieve success when parents /carers work in partnership with the school.

We specifically ask that you:

- At the start of each academic year, Year 7 (or on year of entry) will be asked to sign the home-school agreement
- Talk to their child about school and education. Take a positive interest in their child's work and educational progress.
- Encourage their child to look to the future and aspire to college, apprenticeships and/or

university

- Ensure your child is fully prepared for school each morning and have their bag packed the night before – this avoids unnecessary stress and lateness
 - Ensure your child is at their school gate by **8.20am**, moving on time to their first lesson, which is form time at **8.30am**.
 - Follow up late to school texts with your child.
 - Check your child's Arbor for late to school and text messages for Whole School Detention.
 - Do not allow your child to be absent from school for minor ailments
 - Contact school on the first day of absence and any subsequent day of absence.
 - Provide notes for absence and medical evidence of appointments and illnesses.
 - Liaise with the relevant Attendance Officers if you have concerns or need support.
 - Attend meetings and respond to letters, emails or calls.
-
- Try to avoid unnecessary absences. Wherever possible make appointments for the doctors, dentists etc. outside of school hours.
 - Ask the school for help if your child is experiencing difficulties.
 - Inform the school of any change in circumstances that may impact on their child's attendance.
 - Support the school; take every opportunity to become involved in their child's education; form a positive relationship with school and acknowledge the importance of children receiving the same messages from both school and home.
 - Avoid taking their child out of school during term-time, where this is unavoidable, and only in exceptional circumstances send a written leave request to the Principal, in good time.

7.13. The role of students

Students must:

- Aim for 100% attendance: only be absent through genuine illness
- Arrive at school no later than **8.20am** at the school gate, fully prepared for learning and in correct uniform
- Pack school bag(s) the night before
- Sign in at the late desk or main reception if late to school.
- Speak to their Form Tutor or Year Director/ Year Leader if they are worried, stressed and have concerns.
- Must not phone or text parent/carers if they are ill. They should go to Student Services where school staff will contact parents/carers if appropriate.
- Never leave the school premises without permission.

Section 8 - Support Systems

In relation to understanding barriers to attendance, we will ensure all pupils and parents are treated with dignity and staff will model respectful relationships to build a positive understanding between home and school that can be the foundation of good attendance. In communicating with parents, we will highlight the link between attendance and attainment and wider wellbeing and enhance their understanding of what good attendance looks like. Where a pupil or family needs support with attendance we will identify who is best placed to work with them to address issues.

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.

Where absence intensifies, so should the support provided, which will require the school to work in tandem with the local authority and other relevant partners.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. In working with parents to improve attendance, we are mindful of the barriers these pupils face and will put additional support in place where necessary to help them access their full-time education.

Reduced timetables will only be used in exceptional circumstances, for a limited period and to support pupils to reintegrate back into education to access fulltime provision.

The school is committed to share information and work collaboratively with other schools in the area, local authorities and other partners when absence is at risk of becoming persistent or severe.

Our support strategies include but are not limited to:

- Discussion with parents/carers.
- Attendance panels.
- Parenting contracts.
- Attendance reports.
- Referrals to external support agencies.
- Learning mentors.
- Student voice groups.
- PSHE.
- Family support groups.
- Inclusion Centre intervention.
- Reward systems.
- Reintegration support packages.
- A home visit on the third day of an unexplained absence with the Personal Development staff include our Attendance Officers and Community Liaison staff.

8.1. SOL Attendance

Once a week, during form time, form tutors must share with students their attendance for the week prior and publicly celebrate those who have improved their attendance or maintained excellent attendance (above 97%). Form tutors must also have a discrete conversation with each student who has dropped in attendance to ascertain the reasons why this has occurred and to reiterate our expectations regarding attendance. The form tutor must then also inform the Year Directors for that year group of the contents of the conversation so that the Year Directors can decide on the appropriate course of action and record these on the SOL tracker.

The above describes our approach to stopping poor attendance habits from embedding over time. As well as this, Year Leaders must implement an action for each student that has a down arrow as

well as those with an attendance lower than 90% (a persistent absentee). This system also allows Year Directors to track and evaluate the impact of interventions they have made over time.

Under SOL Attendance, each student's attendance is categorized by their attendance (year to date) as follows:

No Concern - Green Group. The child attends for 97% - 100% of the time.
Concern - Yellow Group. The child attends for 95% - 96.9% of the time.
Risk of Underachievement – Amber Group. The child attends for 93% - 94.9% of the time.
Severe Risk of Underachievement – Pink Group. The child attends for 90% - 92.9% of the time.
Extreme Risk of Underachievement – Red Group. The child attends for 0% - 89.9% of the time.

When a student's attendance falls below the expected rate (97%), Manchester Academy follows a staged approach depending on which colour the child's attendance puts them in. After each intervention, the student is then monitored to assess impact. If the intervention has not had the desired impact, then the Year Director would implement the next stage of intervention. The staged approach is as follows:

- Stage 1: Form tutors will have discussions with any student whose attendance has fallen.
- Stage 2: Any student that falls below 95% attendance, a letter is sent home by the Attendance Officer reiterating our expectations.
- Stage 3: A letter is sent home from the Year Director inviting parents/carers in for a meeting to ascertain reasons and discuss strategies.
- Stage 4: A letter is sent home by the SLT link for that year group in for a meeting to ascertain reasons and implement further strategies.
- Stage 5: Meeting with SLT lead on attendance and possible use of Fixed Penalty Notice.

Leaders will evaluate interventions and support strategies weekly, monthly, half termly, termly and yearly. Using the SOL attendance tracker, leaders will identify micro-populations that have poor attendance to ensure that we can tailor our interventions appropriately.

8.2. Early Help

Early Help, also known as early intervention, is a support system designed to assist children, young people, and their families at the onset of challenges or difficulties. This intervention aims to prevent problems from escalating by providing timely and effective support. Early Help can help with a wide range of challenges, including difficulties impacting school attendance.

Early Help focuses on identifying and addressing issues early, which can prevent the need for more intensive interventions later on. Services can include support for mental health, behavioural issues, family relationships, and educational needs. These services are often delivered by a team of professionals such as social workers, health visitors, and therapists. School will often play a role while Early Help are involved. Families voluntarily engage with Early Help services, which are designed to be supportive rather than punitive.

If school believes that a family could benefit from Early Help, parent/carer(s) may be contacted, and

an offer of an Early Help assessment may be made. Alternatively, parents are also able to complete a self-referral to access Early Help services. More information can be found on your Local Authorities website.

8.3. Attendance Contract

An attendance contract is a formal written agreement between a parent and either the school to address irregular attendance at school or alternative provision. This contract is not legally binding but allows a more formal route to engage with support. The purpose of this tool is to provide support and encourage parent(s), the pupil and the school to work in partnership to improve attendance. It is up to parents whether to agree to and enter an attendance contract, and they cannot be agreed in a parent's absence.

When it is decided to use an attendance contract, a meeting will be arranged with parent(s). Pupils should ideally attend these meetings, as it provides an opportunity to capture their voice. Therefore, meeting invites will extend to the pupil. In an attendance contract meeting, parents will be asked to outline their views on the pupil's attendance at school, any underlying challenges and how they believe these should be addressed.

8.4. Non-compliance with an attendance contract

School will work in partnership with parent(s) to gain their cooperation and compliance throughout the attendance contract process.

If parents do not comply with the requirements set out in the attendance contract, school will contact parents to seek an explanation and will use this to decide whether to continue with the attendance contract, make amendments or discontinue the intervention. When no acceptable explanation is given, parents will be served with a warning to explain that the attendance contract is not working and could be terminated, and another course of action will be pursued if no positive engagement occurs.

8.5. Education Supervision Order

Where a voluntary help plan, or formal attendance contract have not been successful, an Education Supervision Order (ESO) can be an alternative to provide formal legal intervention without criminal prosecution. School may decide to explore this option when they feel that voluntary support options have been exhausted. School will only consider issuing an order when it would be beneficial for the pupil and parent.

Section 9 - Penalty Notices

Where decided support measures have been implemented with no effect then Manchester Academy will consider legal action.

Legal Sanctions: (See Appendix 2)

Penalty Notices will be considered when:

- A student is absent from school and the absence has not been authorised by the school.
- A pupil has accrued unauthorised absence following written warning to improve.

A Penalty Notice gives each parent the opportunity to discharge themselves of their legal responsibility if a £160 fine is paid within 28 days, reduced to £80 if paid within 21 days of the date the Notice was issued. Failure to pay the Penalty Notice may result in a prosecution under Section 444 of the Education Act 1996. Penalty Notices will be used in accordance with Manchester City Council's Penalty Notice Protocol.

Prosecution where intervention fails to bring about an improvement in attendance, the Local Authority will be notified and legal action in the Magistrates' Court may be taken. The school will provide the Local Authority with evidence required for a prosecution under Section 444 of the Education Act 1996 and will appear as a prosecution witness if required by the court. This is to ensure that parents realise their own responsibilities in ensuring attendance at school and most importantly about returning children to education.

Section 444 of the Education Act 1996 states that if a parent fails to ensure the regular school attendance of their child if he/she is a registered pupil at a school and is of compulsory school age, then they are guilty of an offence. A parent found guilty of this offence can be fined up to £2500 and or be imprisoned for a period of three months.

Alternatives to Section 444 prosecution are Parenting Contracts, Penalty Notices or an Education Supervision Order.

Parenting Contracts (Anti-Social Behaviour Act 2003)

A Parenting Contract is a voluntary agreement between school and the parent, it can also be extended to include the child and any other agencies offering support to resolve any difficulties leading to improved attendance. The contract will outline attendance targets and will detail agreed actions that will help to achieve the target. The contract will be reviewed regularly. The contract can be used as evidence in a prosecution should parents fail to carry out agreed actions.

Section 10 – Persistent and severe absence

Persistent absence

When a pupil's absence falls below 90%, they are considered persistently absent from school by national standards. 90% attendance is the equivalent to missing 1 day every two weeks across a full school year: any child who is persistently absent will be, on average, missing even more school than this metric. This is a significant time of school, therefore any child who becomes persistently absent from school will have substantial focus placed on their attendance going forward. School will thoughtfully consider the reasons for absence for each child and recognise the importance of school as a place of safety and support for our pupils who might be facing difficulties.

Severe absence

When a pupil's attendance falls below 50%, they are classified as severely absent by national standards. This level of absence equates to missing more than half of all school sessions, or around three days every week, across a full academic year.

Severe absence represents an extremely serious cause for concern. Pupils who are severely absent are at high risk of missing substantial learning, experiencing poorer wellbeing outcomes, and becoming disengaged from education entirely. As such, school will treat cases of severe absence as a safeguarding priority and take coordinated action.

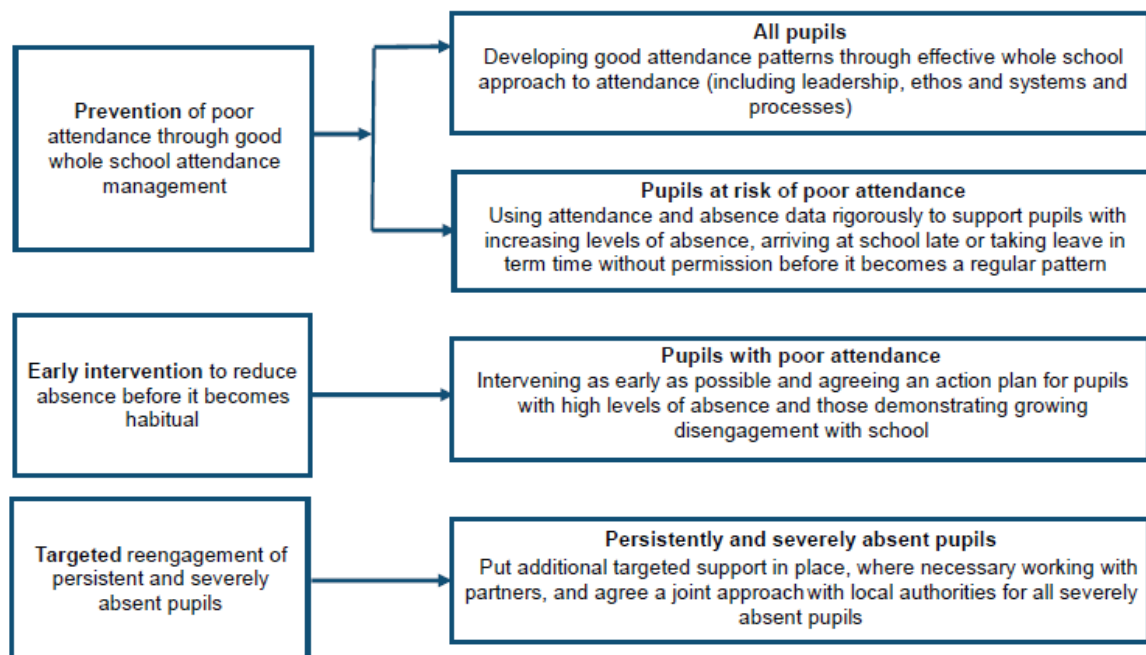
This will include:

- Individual review of the circumstances surrounding the pupil's attendance
- Engagement with parents/carers to identify and address barriers
- Consideration of Early Help, SEND, and safeguarding referrals where appropriate
- Close monitoring and multi-agency intervention, where required

We recognise that severe absence may sometimes be linked to complex needs or significant challenges in a pupil's life. The school will act with sensitivity and support while maintaining high expectations for regular attendance.

Absence Monitoring

Effective school attendance improvement and management



Providing support first before attendance legal intervention

