Attendance Policy

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Attendance Policy

Contents

1. Attendance and punctuality expectations of pupils and parents

1.1. Introduction To Attendance And Punctuality

1.1.1. Repton School has a responsibility to proactively manage attendance across our school community. We know that school attendance is an essential foundation to positive outcomes for pupils in all areas of their academic lives as well as for their safeguarding and welfare. As such, attendance is everyone's responsibility.

1.1.2. Staff work hard to ensure that Repton School is a place that pupils want to be by creating an environment where pupils can:

- Make new friends and feel included
- Learn new things and develop skills
- Increase their confidence and self-esteem
- Improve their social skills
- Achieve their potential and fulfil their aspirations

As such, our school culture actively promotes the benefits of high attendance.

1.1.3. Parents and guardians are legally responsible for ensuring that their child attends school regularly and on time each day. Statutory guidance encourages parents and guardians to maintain good attendance by:

- Making sure they and their child understand the importance of school attendance and punctuality and know what the school rules are
- Talking to the school to discuss what support is available if your child has any issues which could affect attendance levels
- Avoiding making appointments during the school day
- Not taking holidays during school term-time

1.1.4. Legally, any child with an attendance of below 90% (regardless of whether the absence is authorised or unauthorised) is considered to be a persistent absentee.

1.2. Working Together To Support Attendance

1.2.1. Good attendance starts with close and productive relationships with parents and pupils. Our pastoral staff actively build these relationships with pupils and parents and are proactive in promoting the benefits of good attendance.

1.2.2. Where a pattern of risk starts to develop, our pastoral team will draw on these relationships to listen and understand any issues or barriers that our pupils or parents may be facing. We will always treat any issues with sensitivity and will, in the first instance:

- Support pupils and parents to address any in-school barriers to attendance that may exist

- Work with pupils and parents to access any out-of-school support that may help to address barriers that are outside of the school's control. This would involve meeting with pupils and parents and may include referrals to services and organisations that could provide support. These actions will always be discussed and reviewed frequently, alongside pupils and parents

1.2.3.   If absence intensifies, the support provided will naturally increase and will require the school to work closely with the local authority and other relevant partners. This may include:

- Consideration of alternative provision or an educational, health and care plan
- Consider if the needs are wider and whether a whole-family response is appropriate which may include a voluntary early help assessment
- More formal conversations with parents if support is proving challenging. These conversations will clearly explain the consequences of persistent and severe absence to the pupil and the family, as well as remaining an opportunity to listen, understand and help remove barriers to attendance.

1.2.4.   This policy is published on the school website and parents are sent a link at the start of the school year.

2.   Name and contact details of staff responsible for attendance

2.1.   SMT Responsible For Attendance

The member of SMT who has responsibility for school attendance is The Deputy Head Pastoral. This is Mrs Anna Parish who can be contacted via aparish@repton.org.uk.

2.2.   Other Staff Responsible For Attendance

On a day-to-day basis, parents should contact their child's Housemaster or Housemistress regarding attendance and absence. All requests for absence should be directed to them in the first instance. Parents should copy the House Matron into any absence request or notification.

3.   Processes for managing attendance

3.1.   Managing Attendance On A Day-To-Day Basis

All pupils are registered multiple times every day and due to the nature of our full-boarding school, registrations are much more frequent that in other settings. The two registration periods that are legally required to register official school attendance are detailed below:

- The first statutory registration period runs from 8.10–8.40am but some pupils arriving early or who have educational commitments prior to period 1 may register early. This registration is recorded on paper and on iSAMS. Administrative staff will follow-up on any missing registrations in the first instance. This is then escalated to the Deputy Head Pastoral.
- The second statutory registration period runs from 1.05pm-1.35pm but some pupils who have lunch-time educational commitments may register either before or after this window. This registration is recorded on paper and on iSAMS. Administrative staff will follow-up on any missing registrations in the first instance. This is then escalated to the Deputy Head Pastoral.

The process for following up on **day pupils** who are absent outside of the registration window is below:

- House staff will check their emails for any parental correspondence, or correspondence from colleagues detailing the reason for any absence and will amend the register accordingly.
- If a day pupil is missing from the first statutory window, House staff will contact parents immediately.
- If a day pupil is missing from the second statutory window having attended the first, House staff will conduct sensible checks such as checking lesson attendance, speaking to the pupil's peers, contacting staff and contacting the pupil. If the pupil is not located, then House staff will follow the process detailed in the Missing Pupil Policy.

The process for following up on **boarding pupils** who are absent outside of the registration window is below:

- House staff will check their emails for any parental correspondence, or correspondence from colleagues detailing the reason for any absence and will amend the register accordingly.
- If a boarding pupil is missing from either statutory window, House staff will conduct sensible checks such as checking lesson attendance, speaking to the pupil's peers, contacting staff and contacting the pupil. If the pupil is not located, then House staff will follow the process detailed in the Missing Pupil Policy.

All academic lessons, music/drama lessons and cocurricular activities are registered so the pupil can be kept safe throughout the day. These registrations are recorded electronically via MIS and processes are in place to locate missing students.
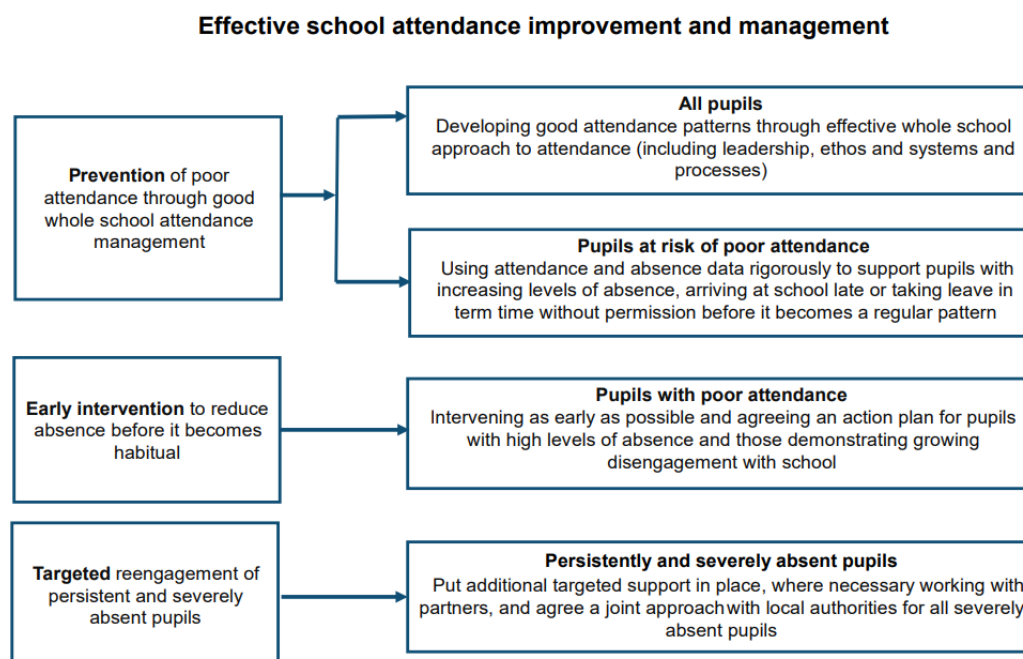
3.2. Retaining And Amending Registers

Registration data is recorded on paper as part of the daily House registration sheet. The data is also recorded in a MIS (iSAMS) to ensure that registers are accurate and so that data can be analysed and shared with the local authority or the DfE when necessary. Other key information is below:

- Registers are legal records and the school preserves every entry for six years.
- The register will only be amended where the reason for absence could not be established at the time it is taken.
- Where amendments are made, the school will ensure that the register shows the original entry, the amended entry, the reason for the amendment, the date of the amendment and the name of the staff member who made the amendment. Any amendment will be made no later than 5 working days after the registration session.
- Every pupil should have a completed registration code next to their name for every statutory registration session.

3.3. Managing Longer Term Attendance

3.3.1. Parents will be informed of their child's attendance in the half-termly school report.

3.3.2. The school follows the framework below (from DfE guidance) with regard to managing longer term attendance:

Effective school attendance improvement and management

Prevention of poor attendance through good whole school attendance management

All pupils
Developing good attendance patterns through effective whole school approach to attendance (including leadership, ethos and systems and processes)

Pupils at risk of poor attendance
Using attendance and absence data rigorously to support pupils with increasing levels of absence, arriving at school late or taking leave in term time without permission before it becomes a regular pattern

Early intervention to reduce absence before it becomes habitual

Pupils with poor attendance
Intervening as early as possible and agreeing an action plan for pupils with high levels of absence and those demonstrating growing disengagement with school

Targeted reengagement of persistent and severely absent pupils

Persistently and severely absent pupils
Put additional targeted support in place, where necessary working with partners, and agree a joint approach with local authorities for all severely absent pupils

4. Promoting and incentivising attendance

4.1. School Culture And Curriculum

We know that good attendance is habitual and that developing good patterns of school attendance from the outset is essential. We have an excellent culture of attendance which is founded on:

- Recognition that good attendance and behaviour are central components of achieving our aims and embedding our values
- Recognition that absence is a symptom and that ensuring good attendance will help to improve a pupil's overall welfare. This can be achieved with a range of strategies
- Recognition that monitoring and improving attendance is a whole-school project that is never completed. Our Deputy Head Pastoral ensures that we have robust systems in place to tackle pupil absence and ensures that promoting attendance is a collective focus of all staff. The Deputy Head Pastoral conducts regular reviews of the school's strategies and processes.
- Regular training to all staff which ensures that all staff are aware of the importance of good attendance and that there is a consistent approach in terms of communication with pupils and parents.
- High expectations of our pupils in terms of attendance and punctuality. These are communicated to pupils on a daily basis and are published to pupils and parents via the half-termly school reports.
- The benefits of good attendance and engagement in school life is celebrated in schools communications, Chapel talks, Lists, Tutor Periods and in House lunches.
- Recognition that school absence can be a warning sign of a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.
- Incorporation of the value of education and the opportunities available to pupils at school. The importance of attendance is reinforced implicitly and explicitly in a variety of arenas including Tutor Periods.

5. Strategies for using data to monitor and improve attendance

5.1. Monitoring And Analysis

5.1.1. Attendance data is monitored and analysed on a weekly, half-termly, termly and yearly basis to identify patterns and trends. Data is monitored at the level of the individual pupil, cohorts and year groups to identify those who need support. Lesson attendance is also collated and is analysed to identify punctuality in addition to attendance.

5.1.2. The analysis will look to identify patterns in uses of certain attendance/absence codes, days of poor attendance and where appropriate, subjects which have low lesson attendance.

5.1.3. Attendance data will be benchmarked against local, regional and national levels where information is available within our sector.

5.1.4. Due to the size and boarding nature of our school, attendance analysis primarily focuses on the individual pupil rather than on any specific demographics due to the small sample size and the fact that boarders will typically be resident on the school site throughout term time.

5.2. Strategies To Improve Attendance

5.2.1. The attendance reports are reviewed by the Deputy Head Pastoral and are discussed in the weekly HsMs meetings. These discussions will include the SENCO and DSL. These discussions do not just focus on persistent and severe absence, but look to identify any form of absence that appears to be developing so that pupils can be supported.

5.2.2. Strategies will be developed where necessary to address poor attendance of individuals, cohorts or year groups.

5.2.3. The impact of any strategies used will be monitored to inform future strategies.

5.3. Persistent And Severe Absence

5.3.1. If a pupil's absence increases to 10% of school (persistently absent) it is a statutory expectation that the school put in place additional targeted support to remove barriers to attendance and ensure that pupils attend school more regularly. In doing so, the school will be sensitive to the reasons for absence and will support pupils and families who may be facing difficulties. The school will never immediately seek to take a punitive approach.

5.3.2.   If a pupil's absence increases to 50% of school (severely absent), the school will involve the local authority in the unlikely event that this has not already been done. The team around the family will work to improve attendance. It may be the case that the pupil will need to be considered for an education, health and care plan or an alternative form of educational provision in order to overcome the barriers to attending school.

5.3.3.   Pupils who are persistently and severely absent from school will swiftly receive targeted support. Monitoring this attendance will drive strategies to improve attendance.

5.4.   Reporting To The Governing Body

Attendance data will be shared with the governing body via the Pastoral Committee.

6. Pupils absent from school due to mental or physical ill health, or SEND

6.1. Pupils Who Are Nervous About Attending School

6.1.1. Many pupils will experience nervousness about attending school and this will be for a variety of reasons including worries about friendships, schoolwork, examinations or variable moods. These pupils should still attend school regularly and indeed, regular attendance will often serve to help resolve the underlying issues. Prolonged absence can often exacerbate any feelings of anxiousness and future attendance at school.

6.1.2. The school will communicate this expectation to parents and will work with families to ensure that pupils feel included and that barriers to attendance are mitigated.

6.2. Pupils Who Face More Complex Barriers To Attendance

6.2.1. Those pupils who face more complex barriers to attendance can include pupils who have long-term physical or mental health conditions or special educational needs. The attendance ambition for these pupils is no different to any other pupil but it may be right for additional support to be provided.

6.2.2. In supporting pupils who face more complex barriers, the school will work to understand the individual pupil's needs. The school will work with the pupil and the family to put in-school support in place and will work with the local authority and other external agencies where appropriate. The school will regularly review and update support to ensure that it continues to meet the pupil's needs. The school will always work in partnership with parents to develop specific support.

6.2.3. In cases of long-term physical or mental ill health, the school will:

- Facilitate relevant pastoral support with the clear aim of improving school attendance whilst supporting the underlying health issue. This could include a time-limited phased return to school where necessary.
- Consider adjustments to policies and procedures, making reasonable adjustments where a pupil has a disability.
- Make a sickness return to the local authority if a pupils is recorded in the attendance register as absent due to sickness, and there are reasonable grounds to believe that the pupil will miss 15 consecutive school days or more, or the pupil's total number of school days missed during the current school year because of illness will reach or exceed 15 school days.

7. Details of interventions that will be sought if support is not appropriate, not successful or not engaged with

7.1. Parents Not Engaging In Support

7.1.1. Where parents do not engage in support, schools will work with the local authority or other local partners to formalise support for the individual pupil.

7.1.2. If severe absence for unauthorised reasons continues and all avenues of support have been facilitated by the school and the local authority, statutory guidance states that this is likely to constitute neglect and the school will be especially conscious of any potential safeguarding issues and would look to conduct a full children's social care assessment.

8. Sharing of information with local authorities and local partners

8.1. Working With Other Communities

The school will always work with local communities to ensure that we help in removing barriers to attendance that some families can experience, particularly the schools in our area and our range of feeder schools.

8.2. Sharing Data

8.2.1. The school will work jointly with the local authority and other local partners and share the attendance data of individual pupils where it is of benefit to the pupil (e.g. health services where there are medical conditions).

8.2.2. As a minimum, the school are legally required to share the following information with the local authority:

- **New pupil and deletion returns**: notifying the local authority when a pupil's names is added to or deleted from the school admission register outside of standard transition times.
- **Attendance returns**: providing the local authority with the names and addresses of all pupils of compulsory school age who fail to attend school regularly or have been absent for a continuous period of ten school days where their absence has been recorded with one or more of the codes statistically classified as unauthorised (G, N, O, and/or U). Local authorities must agree the frequency that attendance returns are to be provided with all schools in their area. This will be no less frequently than once per calendar month.
- **Sickness returns**: providing the local authority with the full name and address of all pupils of compulsory school age who have been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness. Only one sickness return is required for a continuous period of sickness in a school year. This is to help the school and local authority to agree any provision needed to ensure continuity of education for pupils who cannot attend because of health needs, in line with the statutory guidance on education for children with health needs who cannot attend school.

8.2.3. The school will share any other attendance data as requested by the local authority or by the Secretary of State.

9.   Statutory attendance and absence codes

Attendance Codes	Descriptor
/	Present at school for morning session
\	Present at school for afternoon session
L	Late arrival before the register is closed
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered at another school
Absence (leave of absence) Codes	**Descriptor**
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for the admission to another educational institution
S	Leave of absence for the purpose of studying for a public examination
X	Non-compulsory school age pupil not required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
C	Leave of absence for exceptional circumstances
Absence (other authorised reasons) Codes	**Descriptor**
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made
Absence (unavoidable cause) Codes	**Descriptor**
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed

Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice system
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause
Absence (unauthorised absence) Codes	**Descriptor**
G	Holiday not granted by the school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed
Administrative Codes	**Descriptor**
Z	Prospective pupil not on admission register
#	Planned whole school closure
Internal Codes	**Descriptor**
MU	Music Lesson (lesson registration only)
LM	Drama Lesson (lesson registration only)
A	Day pupil not expected to attend

10.   Review and monitoring

This policy is reviewed annually but will be amended as the barriers to attendance evolve. The school will always seek the view of pupils and parents via surveys, when considering amends and changes. Attendance data is submitted to the Governors' Pastoral Committee for discussion.

Version History/Amendments			
Date	Author	Comment/Amendment	Version No
23.07.24	ALC	New Policy	1.0
13.08.24	DLC	Formatting changes only	1.1
01.10.24	DLC	Approval committee added. Attendance codes amended.	1.2
08.10.24	AFP	AM timings amended. Internal attendance code amended	1.3
14.10.24	DLC	Ratifying details amended	1.4

Links to Other School Policies
Safeguarding and Child Protection Policy
Supervision and Safety Policy
Missing Pupil Policy

Links to External Policies, Legislation or Guidance
The Education Acts 1996 and 2002
The Children Act 1989
The Education and Inspections Act 2006
The School Attendance (Pupil Registration) (England) Regulations 2024
The Education (Information about Individual Pupils) (England) Regulations 2013
The Children and Young Persons Acts 1993 and 1963
The Equality Act 2010
Children Missing Education
KCSIE
SEND Code of Practice: 0 to 25 years
Supporting pupils at school with medical conditions
Arranging education for children who cannot attend school because of health needs
Promoting and supporting mental health and wellbeing in schools and colleges
Preventing and tackling bullying
Providing remote education