

Attendance Policy



THE EARLS HIGH SCHOOL
AD 1652

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1. The importance of attendance at The Earls High School

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#).

School attendance is not merely a legal requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- **Academic Achievement:** Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- **Social Development:** School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- **Building Routine:** School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- **Teacher Interaction:** Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- **Preventing Knowledge Gaps:** Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- **School Engagement:** Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- **Legal and Parental Responsibility:** Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.

2. Factors affecting attendance

We will create a welcoming, inclusive culture that sets high expectations of punctuality and attendance. We aim to build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them.

There are many factors which can impact on a child attending school.

- **Health Issues:** Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.

- **Family Circumstances:** Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.
- **Safety Concerns:** Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.
- **Transportation Issues:** Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.
- **Socioeconomic Factors:** Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.
- **Special Educational Needs (SEN):** Students with special educational needs may require additional support and accommodations to attend school regularly.
- **Academic Challenges:** Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.
- **Cultural and Language Barriers:** Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.
- **Peer Pressure and Social Factors:** Influence from peers can impact attendance. Children may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school.

To address any identified attendance issues effectively, The Earls High School will implement a range of strategies to improve attendance. If parents have any concerns they should contact the school as soon as possible.

3. Legislation and Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- 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 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [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](#)

4. Roles and Responsibilities

4.1. Teachers

Monitoring attendance: Teachers are responsible for recording attendance on a daily and lesson by lesson basis, using the correct codes, and submitting this information to the school office. In order to do this, they will complete an electronic register every lesson and registration period within the first 10 minutes and update the register with students who arrive late to the lesson. This information is used for reporting to Stour Vale Academy Trust, the Local Authority and the Department for Education.

Promoting Punctuality: Teachers should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.

Taking Immediate Action: When a child is absent without prior notification or a valid reason, teachers should alert on-call.

Early Intervention: Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or the pastoral team and supporting the Pastoral Team in applying appropriate sanctions for poor punctuality or truancy.

Providing Support: Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

Setting Expectations: Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.

Creating a Welcoming Classroom Environment: Teachers should create a positive and welcoming classroom environment where students feel motivated and engaged. Be positive with students on their return to school and to support them in catching up on work missed by absence.

Identifying Barriers: Teachers should be alert to potential barriers to attendance problems. Identifying these barriers and reporting them to pastoral staff can lead to effective interventions.

Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures.

Safeguarding: Teachers should be aware of safeguarding protocols and report

any concerns related to a child's safety or well-being promptly to the appropriate school staff.

Role Modelling: Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

4.2. The Pastoral Team

Supporting teachers: Work with teachers to support monitoring student attendance and punctuality and intervention to improve both.

Monitoring patterns: Meet regularly with the Attendance Officer to analyse patterns of attendance and punctuality of individuals, groups (especially vulnerable groups) and the whole cohort.

Promoting and recognising good attendance: Through reporting systems, parental contact and assemblies.

Tackling truancy: Following up any reported truancy or patterns of regular lateness by contacting the student's parents and issuing sanctions if necessary.

Early Intervention: Pastoral staff support early intervention efforts by identifying children with attendance issues and implementing targeted interventions. They ensure that appropriate support is provided to address attendance barriers.

Supporting Vulnerable Students: They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Pastoral staff ensure that these students receive appropriate support to attend school regularly.

Safeguarding: Pastoral staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.

4.3. The Attendance Officer

Day to day implementation of the attendance policy specifically:

- Checking all registers have been completed by 9.30am and 1.50pm
- Reporting to the Headteacher any inconsistency of register-taking by staff
- Completing the attendance register with the appropriate attendance codes
- Registering students arriving to school after 8.55am
- Following procedures for first-day absence
- Amending registers on receipt of authorisation of absence
- Alerting the Pastoral team of any case of suspected truancy, internal or external
- Monitoring and analysing attendance data across the school for different groups and individuals
- Reporting attendance patterns to external agencies, Pastoral Team and Senior Leadership Team

- Working with external agencies to support good attendance
- Communicating with parents to discuss attendance issues and support them in improving attendance
- Advising the Headteacher when to issue fixed penalty notices.
- Liaising with the Headteacher on approving applications for holidays, attendance at public performances and other periods of absence during term time Individual student support
- Meeting with students whose attendance is a concern and discuss the causes of their poor attendance
- Monitor the attendance of individual students who are vulnerable or 'at risk' on a daily basis

4.4. The Attendance Champion

Data Analysis: Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.

Early Intervention: Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.

Supporting Families: Attendance Champions work closely with parents and (in conjunction with the Family Support Co-ordinator and Pastoral Team) to build positive relationships and engage them in improving their child's attendance.

Providing Resources: Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.

Monitoring and Reporting: Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.

Interventions and Incentives: Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.

Staff Training: Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.

Legal Compliance: Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these

regulations.

Safeguarding: Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.

Continuous Improvement: Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.

Promoting a Positive School Culture: Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

4.5. The Local Governing Body

Strategic Oversight: Governors take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

Monitoring Attendance Data: Governors review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

Reviewing Interventions: Governors assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.

Challenge and Support: While supporting school leadership in attendance improvement efforts, governors also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.

4.6. The Headteacher and Senior Leaders

Leadership: The Headteacher and Senior Leadership Team (SLT) lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.

Policy Development: The Headteacher is responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.

Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns.

Setting Expectations: The Headteacher and Senior Leadership Team (SLT) establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.

Parental Engagement: They communicate with parents about the need for good attendance.

Data Analysis: The Headteacher and Senior Leadership Team (SLT) use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.

Supporting Vulnerable Students: They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive appropriate support to attend school regularly.

Enforcing Policies: The Headteacher and Senior Leadership Team (SLT) enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.

Promoting a Positive Culture: Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

4.7. The School Family Support Coordinator

Develop and agree interventions: This will be for a small number of families in coordination with the appropriate Head of School, Attendance Officer, SEND team and appropriate external agencies to improve attendance.

Vulnerable students: Complete calls to parents of vulnerable students if they are absent (normally by 9.30am).

4.8. Parents

Establish a Routine: Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.

Communicate with the School: Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.

Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.

Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.

Attend Parent-Teacher Meetings: Participate in parent-teacher meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.

Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the

school, healthcare professionals, or relevant agencies.

4.9. Students

Commitment to Learning: Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.

Punctuality: Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.

Peer Relationships: Building positive relationships with peers can make school a welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.

5. Recording Attendance

5.1. The Attendance Register

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

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a 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 6 years after the date on which the entry was made.

The school day starts at 8.40am and ends at 2.55pm. Pupils must arrive in school by 8.40am on each school day.

The register for the first session will be taken at 8.40am and will be kept open until 9.10am. The register for the second session will be taken at 1.40pm and will be kept open until 2.10pm.

5.2. Unplanned Absence

The student's parent/carer must notify the school of the reason for the absence on the first day and subsequent days of an unplanned absence by 8.30am or as soon as practically possible either by using the Class Charts App, email to attendance@earls.dudley.sch.uk or telephoning 01384 816108.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness. Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

5.3. Planned Absence

The student's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Section 6 outlines which term-time absences the school can authorise.

Attending a medical or dental appointment will be counted as authorised if the student's parent notifies the school in advance of the appointment. This can be done through Class Charts or by email to attendance@earls.dudley.sch.uk.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary.

The student's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to Section 6 to find out which term-time absences the school can authorise.

5.4. Lateness and Punctuality

A Student who arrives late:

- Before the register has closed will be marked as late, using the appropriate code.

- After the register has closed will be marked as absent, using the appropriate code.

Detentions are issued by the Pastoral Team for persistent lateness.

5.5. Following up Absence

Where any child we expect to attend school does not attend, or stops attending, the school will:

- Send a text message to parents, usually before 10.45am
- If there is no response from home, we will then telephone to establish the reason for the absence. If contact cannot be made that day further phone calls will be made or a home visit may be made.
- Certain students who we consider to be vulnerable will be telephoned immediately an absence has been identified and visited at home if no response is received.
- Once the reason for the absence has been determined, the Attendance Officer will identify whether the absence is authorised or unauthorised and record the correct code on the register.
- Where relevant, report the unexplained absence to the pupil's youth offending team officer.

5.6. Internal absence

The school will use Class Charts and SIMS to monitor possible truancy from sessions or lessons. At the end of each day the Attendance Officer will identify any students that have both a present mark and absent mark in the same day; this report is used to identify patterns of possible truancy from registration or lessons.

Class teachers should contact on call when a student who shows as being present in the previous lesson does not arrive to their lesson.

When there is no obvious reason to explain the absence, the Pastoral Team will investigate the matter further. If truancy is proven to have occurred, appropriate sanctions will be applied and contact will be made with the child's parents/carers.

5.7. Reporting Attendance to Parents

Parents can see live attendance data for each session and lesson by logging in to Class Charts. They can also view the attendance history and statistics of their child through this platform.

Attendance will also be reported in each child's Record of Achievement reports which are published each year.

6. Authorised and Unauthorised 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.

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.

Any request should be submitted as soon as it is anticipated by contacting the Attendance Officer by email attendance@earls.dudley.sch.uk. The headteacher may require evidence to support any request for leave of absence.

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

- Illness (including mental-health illness) and medical/dental appointments
- 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

7. Working together to reduce Persistent and Severe Absence

Persistent Absence is a term used to describe a level of student absence that is considered to be a concern. When a student's overall absence equates to 10% or more of their possible sessions or missing 19 days across a school year.

Severe Absence is a term used to describe the most serious cases of non-attendance. It occurs when a student misses 50% or more of their possible sessions.

We strive to provide a welcoming, caring environment, where each member of the school community feels valued and secure. Children are, however, sometimes reluctant to attend school. In these instances, the school and parents will work together to ensure that any barriers to attending school are removed. All interventions by the school will be sensitive to the individual needs and circumstances of the student, we will follow a tiered approach (outlined below) to identify and support families when attendance becomes a concern.

7.1. Identifying students in need of support

Every two weeks during term time the Attendance Champion will meet with each of the Heads of School to look at emerging patterns of attendance. Students at risk of Persistent or Severe Absence will be identified and actions planned.

7.2. Early Intervention when attendance becomes a concern

When a student has accumulated 5 missed days in the school year, and there are no mitigating circumstances, we will write to parents to inform them that their child is at risk of becoming a Persistent Absentee.

7.3. Attendance Support Meetings

When a student has missed 10 days in the school year, parents will be informed and offered an Attendance Support Meeting. This is an opportunity for the school to listen to the parents so that they understand the barriers to attendance. It is also an opportunity for the school and parents to make plans to work together to improve the attendance of their child. This may include for example:

- Short term timetable modifications or supplementary provision
- Peer support and mentoring
- Support from our Family Support Worker

- Referral to external agencies for more specialist support

7.4. Attendance contracts

If the support offered is not effective or not engaged with, the school will work with the Local Authority to formalise the support offered. This could take the form of an Attendance Contract which has the aim of offering support as an alternative to prosecution.

7.5 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

7.5. Legal Interventions

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

7.6. Penalty notices

The headteacher, 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.

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

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.

8. Strategies for Promoting Attendance

Every member of the school community must make attendance a high priority and communicate to students the importance of regular attendance. Students can monitor their own attendance using Class Charts.

The school uses a variety of ways to recognise good attendance including:

- 100% attendance in a term letters and certificates.
- 100% Attendance flash for 100% across a school year
- Inter-form attendance competitions
- Good attendance is a requirement to achieve The Earls Gold Award and to attend the Year 11 Prom

9. Attendance Data

The attendance officer at our school monitors student absence on a daily basis.

Student-level absence data will be collected each term and published at national, trust and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average and share this with the governing board every half-term.

Attendance analysis will be an agenda item in SLT meetings each half-term, led by the Attendance Champion.

We collect attendance data using Class Charts. The data collected is stored in both Class Charts and SIMS. We use this data to:

- Track the attendance of individual students
- Identify whether or not there are groups of children whose absences may be a cause for concern or worthy of praise
- Monitor and evaluate those children identified as needing intervention and support

This policy adheres to the principles under Data Protection Law. For further information please review schools Data Protection policy published on school's website.

10. Related Policies

Other policies and documents to read alongside the attendance policy include:

- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Supporting Students with Medical Conditions Policy

11. Review

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every 3 years. At every review, the policy will be approved by the Local Governing Body.

12. Contact Details for attendance matters

The Attendance Champion (senior leader responsible for the strategic approach to attendance) in school is Mr J Toulson (jtoulson@earls.dudley.sch.uk)

The Attendance Officer is Mrs S Reynolds (attendance@earls.dudley.sch.uk)

The Family Support Coordinator is Mr D Byrne (dbyrne@earls.dudley.sch.uk)

The Designated Safeguarding Leader is Mr Ramage (pramage@earls.dudley.sch.uk)

Specific members of the Pastoral Team can be contacted through the school email address (info@earls.dudley.sch.uk) and message will be forwarded to the most appropriate person.

Appendix 1: Attendance coding used by Department for Education 2024

Code	Definition	Scenario
/	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
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend

C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are:

		<ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: A Guide to Attendance at The Earls High School for Parents and Carers

We expect good attendance and punctuality from our students. Absence from school affects attainment, wellbeing and can also be a risk to the safeguarding of students. Persistent absence (PA) is defined as an attendance rate of 90% or below and this equates to missing 19 days of school in a year. We will write to you when we believe that your child is at risk of falling into this category.

Parents/carers are responsible for making sure that their children attend school regularly and we will work with parents to support them with this responsibility.

How parents can monitor attendance of their children

Class Charts is best way for parents to monitor homework, behaviour and attendance of their children. Please contact school through info@earls.dudley.sch.uk if you would like us to resend the log in details for your Class Charts account.

If you need to report an absence

The parent/carer must notify the school on the first day and subsequent days of any unplanned absence by 8.30am or as soon as practically possible either by using the Class Charts App, email to attendance@earls.dudley.sch.uk or telephoning 01384 816108.

We encourage parents/carers to make medical and dental appointments out of school hours.

Lateness to school

The school register is taken each morning at 8.40am. Students will be marked as late if they are not in their form room for registration. When students are repeatedly late for registration or for lessons during the day, they will be given a detention by their Year Co-ordinator.

When attendance becomes a concern

We strive to provide a welcoming, caring environment, where each member of the school community feels valued and secure. Children are, however, sometimes reluctant to attend school. In these instances, the school and parents will work together to ensure that any barriers to attending school are removed.

All interventions by the school will be sensitive to the individual needs and circumstances of the student. They may involve the Form Tutor, Year Co-ordinator, Head of School, Assistant Headteacher or other members of the Pastoral Team.

We will be proactive in supporting families when attendance begins to be a concern and parents may also be invited to an Attendance Support Meeting when there are ongoing concerns about attendance. This supportive meeting will help the school to understand the challenges for each individual student or family and a plan will be made to support attendance.

If a student's absence continues to rise, we will consider involving other outside agencies. We may also consider an attendance contract or formal notice to improve. In consultation with the Local Authority, a penalty notice may be issued. In this case the parent must pay £80 within 21 days, or £160 within 28 days.

Holidays and other requests or leave of absence

The headteacher will not authorise family holidays during term-time. If you go on a holiday without the authorisation of the headteacher, you may be liable to pay a penalty notice.

If you have any concerns about attendance, please get in touch using the attendance@earls.dudley.sch.uk email. Our full attendance policy can be found on the school website here <https://www.earlshighschool.org/information/policies-and-key-documents/>