Upton-by-Chester High School

Attendance Policy

Policy Link	
SLT	Mrs K McCarthy
Governor	
Statutory	Yes

To	Date
Committee	
Full Governing Body	May 2026
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School website	Yes
Staff shared area	Yes

'Learning to shape the future'

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1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the statutory guidance on Working together to improve school attendance from the Department for Education (DfE). We aim to achieve this through our whole-school culture and ethos that values good attendance, which includes:

- Setting high expectations for the attendance and punctuality of all learners
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every learner has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure learners have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the DfE's statutory guidance on Working together to improve school attendance 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 School Attendance (Learner Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Equality Act 2010

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a learner's attendance: guidance for schools
- Ofsted's 2025 framework toolkit

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, learners and parents/carers
- Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific learners, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for learners who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all learners, but adapts processes and support to learners' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual learners or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting learners' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance

- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance
  - That absence is almost always a symptom of wider issues
  - The school's legal requirements for keeping registers
  - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific learners, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy

The Pastoral Committee is responsible for oversight of attendance including above responsibilities.

3.2 The headteacher

The headteacher has delegated responsibility of this policy to the Deputy Headteacher (Culture and Ethos) who is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual learners
- Monitoring the impact of any implemented attendance strategies
- Issuing penalty notices, where necessary, and/or authorising the Pastoral Support Manager (Attendance) to be able to do so
- Working with the parents/carers of learners with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for learners with SEND, including where school transport is regularly being missed, and where learners with SEND face in-school barriers
- Communicating with the local authority when a learner with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the learner's needs
- Communicating the school's high expectations for attendance and punctuality regularly to learners and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
  - Notifying the local authority when a learner's name is added to or deleted from the school admission register outside of standard transition times
  - Providing the local authority with the details of learners who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
  - Providing the local authority with the details of learners who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

The designated senior leader is Mr M Oakley who is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with learners, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with learners and their parents/carers
- Delivering targeted intervention and support to learners and families

3.4 The attendance officers

The school attendance officers are responsible for:

- Monitoring and analysing attendance data (see section 9)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the Deputy headteacher (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officers are Mr S Will (Pastoral Support Manager: Attendance) and Mrs D Clarke, who can be contacted via admin@uptonhigh.co.uk

3.5 Form Tutors

Form Tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (/,N or L), and submitting this information via SIMS. This needs to be done during the 10 minute registration at 8.50 a.m. at the latest on the same day.

Afternoon registration must be completed during the 25 minutes (PLaN A/B) Form Tutor session, each day.
The attendance Officer then amends the Form Tutor code to the correct code to reflect the reason provided by parents. E.g. M (see Appendix 1)

3.6 School staff

School staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the Pastoral Support Manager: Attendance, the Attendance Officer or Head of Year/ Pastoral Support Manager (Year group) or SENDCo, where appropriate, in order to provide them with more detailed support on attendance.

3.7 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day and every timetabled session on time
- Call the school to report their child's absence before 9.00 a.m. on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting a member of the attendance team, the Pastoral Support Manager or Head of Year who can be contacted via admin@uptonhigh.co.uk or 01244 259800

3.8 Learners

Learners are expected to:

- Attend every timetabled session, on time
- Call the school to report their absence before 9.00 a.m. on the day of the absence and each subsequent day of absence

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register and place all learners on this register.

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

- Present

- Attending a place other than school
- Absent
- Absent – unable to attend due to unavoidable causes

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:

- For learners of compulsory school age, whether the absence is authorised or not
- The nature of the activity, where a learner is attending an approved educational activity
- The nature of circumstances, where a learner 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 8.40 a.m. and ends at 3.10 p.m.

Learners must arrive in school by 8.35 a.m. on each school day

The register for the first session will be taken between 8.45 a.m. and 8.50 a.m. and will be kept open until 9.15 a.m. The register for the second session will be taken during PLaN (12.10-1.10 p.m.) and will be kept open until 1.30 p.m.

4.2 Unplanned absence

The learner's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9.00 a.m., or as soon as practically possible, by calling the school reception who can be contacted via 01244 259 800 or admin@uptonhigh.co.uk

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 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.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the learner's parent notifies the school in advance of the appointment.

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

The learner's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. See section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A learner 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
- Learners who arrive through the 'late gate' between 8.40 a.m. and 8.50 a.m. will serve a same day Break Time referral for 10 minutes in B8. This is run by Mrs K McCarthy and Mrs D Clarke. Late letters may be sent to parents and sanctions will escalate if there is no improvement. If learners do not attend the Break Referral, then they are set a Centralised Referral (30 mins), which takes place after school. If a parent calls to explain the lateness before the Break Referral takes place, staff will explain to the learner they may leave.

4.5 Following up unexplained absence

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

- An automated text message is sent to parents or the school may call the learner's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the learner's emergency contacts, the school may conduct a home visit and/ or contact the police.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the learner was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary
- Where relevant, report the unexplained absence to the learner's social worker and/or youth offending team officer
- Where appropriate, offer support to the learner and/or their parents to improve attendance
- Identify whether the learner needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention (see section 7 below) as appropriate.

4.6 Reporting to parents

Upton-by-Chester High School will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels via twice yearly written reports.

5. Authorised absence

5.1 Approval for term-time absence

The headteacher will only grant a **leave of absence** to a learner 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 for employment or for admission to another educational institution
- 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 learner is authorised to be absent for.

Upton-by-Chester High School define 'exceptional circumstances' as outlined in Upton-by-Chester High School's Attendance Statement, written in conjunction with the Upton Education Improvement Partnership (EiP) and in consultation with the Local Authority.

- the parent is due to go on tour or has just returned from tour within the Armed Forces (Services)
- Family Crisis (adoption; bereavement; additional medical needs)
- Religious Observance by the religious body to which the parents belong
- Participation in a supervised sporting activity approved by the school
- Medical or dental appointments (non-routine)
- Modelling or special stage performances (as long as it can be proved that the education of the child does not suffer)
- Examinations

Leave of absence will not be granted for a learner 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 and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school website:

https://docs.google.com/forms/d/e/1FAIpQLSdoq25czjJ8I3VIPbbJmwAwPnr91LoBL16V2uejAoMW3yqglQ/viewform
The headteacher may require evidence to support any request for leave of absence.

5.2 Other reasons for authorised absence

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the learner'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 for religious observance
- Parent(s) travelling for occupational purposes – a learner is a mobile child if their parent is travelling in the course of their trade or business and the learner is travelling with them. In these circumstances a learner will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place
- If the learner is currently suspended or excluded from school (and no alternative provision has been made)

5.3 Absences from the school site (which are not classified as absences)

The headteacher will allow learners to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons 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 learner is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the learner 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

Leave of absence requests should be made via the school website.
https://docs.google.com/forms/d/e/1FAIpQLSdoq25czjJ8I3VIPbbJmwAwPnr91LoBL16V2uejAoMW3yqglQ/viewform

6. Strategies for promoting attendance

Good attendance is celebrated at Upton-by-Chester High School. There are half termly Rewards and Recognition assemblies led by Heads of Year. Individual 'good' and improved attendance are rewarded and there are incentives for Form and Hall attendance, leading to a celebratory day in the Summer Term.

Attendance to school generates 'points' for individual learners which cumulatively result in bronze, silver, gold and platinum certificates.

Having no 'lates' every week also generates points to support good punctuality.

Form Tutors spend 1 session per week during PLaN discussing attendance with their tutees, who record their % attendance in their planner. The Form Tutor plays an integral role in supporting learners to attend school as they spend just under 3 hours per week with their form and develop excellent working relationships. Form Tutors carry out attendance mentoring, targeting key learners based on specific thresholds. E.g under 93%.

Incentives are run through the year to target key groups, e.g., those at risk of PA, where rewards are awarded for learners who have no days off in a stated time scale.

There are workshops for DA learners run by the Pastoral Support Manager: Attendance, that focus on improving learners' understanding of why good attendance matters and sharing strategies to support good school attendance. Pastoral Support Managers also run attendance workshops for Non- DA learners in their year group.

Upton-by-Chester High School communicates regularly with parents about attendance, through annual Information Evenings and other Partnership events. Parenting contracts are used in some cases to support parents to improve the attendance of their child.

Panel meetings are held with parents to discuss how school can further support their child's attendance to school.

7. Supporting learners with poor attendance

Our school will make use of the full range of support and 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.

7.1 Attendance contract

We use attendance contracts as a form of attendance support.

An attendance contract is a formal written agreement between a parent and the school to address irregular attendance at school. An attendance contract is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Parents cannot be compelled to enter an attendance contract, and the school cannot agree an attendance contract in a parent's absence.

Where an attendance contract would be an appropriate form of support, the school will arrange a meeting with the parent (and learner if they are old enough to understand) to discuss how we can work in partnership to improve the learner's attendance.

Where parents fail to comply with an agreed attendance contract, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents to seek explanations and determine whether the attendance contract remains useful. Where there is further non-compliance following these discussions, the school may take further action.

7.2 Education supervision order

In cases where voluntary early help plans and attendance contracts have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but **not** criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

7.3 Notice 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.

A notice 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 learner attends school.

It will include:

- Details of the learner'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, or prosecution considered, 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

7.4 Penalty notices

The headteacher (or a deputy or assistant headteacher, authorised by 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.

If the school issues a penalty notice, we will check with the local authority before doing so, and send the local authority a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that learner

- 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 learner'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 learner, 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.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the learner must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

8. Supporting learners who are absent or returning to school

8.1 Learners absent due to complex barriers to attendance

If the school becomes aware of barriers that relate to the learner's needs, we will inform the local authority.

Learners with complex barriers to attendance may be offered additional support through the EBSN model. School may use the Internal Alternative Provision (IAP) for Key Stage 3 learners who are finding accessing the curriculum challenging, to support their return to school and into mainstream lessons. Pastoral Support Managers will meet with families to better understand in-school barriers so actions can be implemented.

It may be appropriate for the school to involve other external agencies.

8.2 Learners absent due to mental or physical ill health

If a learner is absent due to mental, physical ill health the school will work with families to discuss any reasonable adjustments that could be made to support the learner to be in school. This may include a short period of time in the Support Department, a phased return, a short term modified timetable. School may consult with other agencies including the school nurse or CAMHS.

8.3 Learners absent due to other barriers to attendance

Where a learner has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that are related to the learner's needs, the school will inform the local authority.

Upton-by-Chester High School recognises that some learners may face barriers to regular and punctual attendance. These may include having a Special Educational Need, being disadvantaged, being known (or previously known) to children's social care, or having other responsibilities such as being a young carer. Such learners may require additional support to attend school consistently.

Pastoral Support Managers use the EBSN framework to help identify individual barriers to attendance. This information is then used to develop a tailored Attendance Support Plan. The school also utilises its Individual Alternative Provision (IAP) to promote positive attendance through more holistic interventions, enabling learners to re-engage with school and/or the mainstream curriculum.

Any reasonable adjustments or interventions are implemented in a timely, appropriate, and targeted manner. Part-time timetables are only used for short periods, and where absolutely necessary, and are carefully planned with the aim of gradually increasing the learner's time in school and/or lessons.

8.4 Learners returning to school after a lengthy or unavoidable period of absence

Learners returning after a lengthy or unavoidable period of absence will be supported on a case-by-case basis. Some support may include a phased return to school, early movement between lessons to avoid crowded corridors, some time in the Support Department or the IAP

9. Attendance monitoring

9.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) weekly, half-termly, termly and yearly across the school and at an individual learner, year group and cohort level.

Specific learner information will be shared with the DfE on request.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national 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 benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

9.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify learners, groups or cohorts that need additional support with their attendance, and
- Identify learners whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

9.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual learners, groups or cohorts that it has identified via data analysis
- Provide targeted support to the learners we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 9.4 below)
- Provide regular attendance reports to Form Tutors, to facilitate discussions with learners and families, and to the governing board and school leaders (including special educational needs co-ordinators and designated, Deputy Designated Safeguarding Leads and Pupil Premium Leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a learner's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific learners, where appropriate

9.4 Reducing persistent and severe absence

Persistent absence is where a learner misses 10% or more of school, and severe absence is where a learner misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of learners who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence

    - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these learners. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 7, above)

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every year by Mrs K McCarthy (Deputy Headteacher: Culture and Ethos). At every review, the policy will be approved by the full governing board.

11. Links with other policies

This policy links to the following policies which can be found on the school website:

https://www.uptonhigh.co.uk/page/?title=Policies&pid=529

- Child protection and safeguarding policy
- Behaviour policy
- Supporting learners with medical conditions

Appendix 1: attendance codes

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

Code	Definition	Scenario
/	Present (am)	Learner is present at morning registration
\	Present (pm)	Learner is present at afternoon registration
L	Late arrival	Learner arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Learner 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	Learner is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Learner is participating in a supervised sporting activity approved by the school
W	Attending work experience	Learner is on an approved work experience placement
B	Attending any other approved educational activity	Learner is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Learner 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	Learner is undertaking employment (paid or unpaid) during school hours, approved by the school

M	Medical/dental appointment	Learner is at a medical or dental appointment
J1	Interview	Learner has an interview with a prospective employer/educational establishment
S	Study leave	Learner has been granted leave of absence to study for a public examination
X	Not required to be in school	Learner of non-compulsory school age is not required to attend
C2	Part-time timetable	Learner is not in school due to having a part-time timetable
C	Exceptional circumstances	Learner has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Learner is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Learner is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Learner is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Learner 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	Learner is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school

Y1	Transport not available	Learner 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	Learner is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Learner 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 learner absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Learner is unable to attend as they are: ● In police detention ● Remanded to youth detention, awaiting trial or sentencing, or ● Detained under a sentence of detention
Y6	Public health guidance or law	Learner'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	Learner 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	Learner has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective learner not on admission register	Learner 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