

Attendance Policy

The Gryphon School



Approved by: N Dodgson

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1. Aims

This policy aims to show The Gryphon School 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 \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil 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 pupils have the support in place to attend school
- Promoting and supporting punctuality in attending all lessons

2. 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](#)

3. Roles and responsibilities

3.1 The Academy Committee

The academy committee is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, 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 pupils, 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 pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils 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 pupils 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 pupils, 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

3.2 The headteacher

The headteacher 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 pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the attendance officer to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

3.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') 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 pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Nicky Dodgson and can be contacted via telephone 01935 813122 or email address: attendance@gryphon.dorset.sch.uk

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- 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 School Inclusion Officers to tackle persistent absence
- Advising the headteacher/attendance champion (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Simon Evans and can be contacted via telephone 01935 810117 or email address attendance@gryphon.dorset.sch.uk.

3.5 Class teachers and form tutors

Class teachers and form tutors are responsible for recording attendance for every sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information via Arbor. Morning registration is taken during lesson 1 and opens at 8.45 and should be completed by 9.00am. Afternoon registration is taken during tutor time.

3.6 School admin, attendance officer and pastoral staff

School admin, attendance officer and pastoral 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 head of year/pastoral lead 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 on time

- Call the school to report their child's absence before 9am 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 (preferably 3)
- 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
- Seek support, where necessary, for maintaining good attendance, by contacting the attendance officer, attendance champion, head of year or pastoral officer, who can be contacted via telephone 01935 810117 or email attendance@gryphon.dorset.sch.uk

3.8 Pupils

Pupils are expected to:

- Attend every timetabled session, on time

4. Recording attendance

4.1 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 8.45am and ends at 3.10pm

Pupils must arrive in school by 8.30am on each school day to be ready for the rollcall start at 8.45am.

The register for the first session will be taken by 9.00am and will be kept open until 9.15am. The register for the second session will be taken during the 30 minute tutor session.

Pupils who arrive between 8.35am and 8.45am will be marked as present. If they arrive after 9.00am but before 9.15am will be marked as late (code L) on the register.

If a pupil arrives at school after the registration session has ended, they go straight to their lesson. If they arrive after 9.15 they will be recorded as U. A 'U code' constitutes an unauthorised absence for the whole morning or afternoon session. Vulnerable pupils may be accompanied to their first lesson by a member of school staff in order to ensure they are settled in their learning.

4.2 Unplanned absence

- The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 09.00, or as soon as practically possible, by calling the school's attendance line 01935 810117 or email attendance@gryphon.dorset.sch.uk

If schools do not receive notification of a pupil's absence, it will be assumed that the child is on their way to school and if they do not arrive, the absence will be followed up accordingly. Schools will contact parents by telephone or email if a pupil fails to arrive at school after the register has closed and no parental contact has been forthcoming. When a pupil is absent and the school cannot contact parents, the attendance or pastoral officer will continue to try and make contact. Where necessary (and by the third day of absence at the latest), they will make a welfare visit to the home address to confirm the safety of the child. A record of attempts and contact will be made on the school's MIS.

Where the absence is longer than 4 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 and parents will be notified of this.

4.3 Planned absence

We encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary. Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment and provides a confirmation slip / letter.

The pupil'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 5 to find out which term-time absences the school can authorise.

For any further information on attendance and to request a leave of absence parents can visit the website [Attendance: School Life - The Gryphon School: Sherborne](#)

4.4 Lateness and punctuality

A pupil 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

Pupils arriving persistently late to school will receive an after school detention. This is monitored as 30 minutes during the week. Students who are on site are not marked as present until they have attended their first lesson.

4.5 Following up unexplained absence

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

- Call or email the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts (depending on the personal circumstances and history of the family/pupil), the school may enquire with close friends of the pupil of their whereabouts, contact any of the external agencies working with the family, do a home visit 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 pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer

- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate

4.6 Reporting to parents

The 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 weekly emails, all parents can check the school systems where the attendance is up to date and termly reports.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable approved by the Dorset Inclusion Team
- Exceptional circumstances

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

We define 'exceptional circumstances' as unavoidable, bereavement, life threatening procedure or illness for next of kin.

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 and, where possible, at least 2 weeks before the absence to attendance@gryphon.dorset.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 (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 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

5.2 Sanctions

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.

Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

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

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

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far

- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

6. Strategies for promoting attendance

In line with our mission, we will visibly celebrate and incentivise good attendance through all aspects of school life, and specifically, through the following:

- Building positive and respectful relationships between staff and pupils
- Setting high expectations for attendance and behaviour and communicating these clearly to pupils, parents and staff
- Having a broad and balanced curriculum which is accessible to all pupils
- Encouraging and promoting extra-curricular activities, trips and visit
- Greeting pupils at the start and end of the day
- Highlighting the link between attainment and attendance and future plans
- Developing a high-quality character education
- School displays
- Year group assembly celebrating best tutor group in every year.
- Tutor time achievement points rewarded for maintaining a good level of attendance or improving it.
- Positive conversations with staff encouraging and understanding towards pupils and their families.
- Parental meetings
- Tracking of weekly attendance patterns and trends

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

For all our pupils with complex barriers to attendance we set out a bespoke approach depending on the family/pupils circumstances. We will take into consideration the sensitivity of some reasons for absence and invoke bespoke preventative and supportive measures, rather than punitive approaches, in order to secure improvement. There is no one-size-fits all approach to improving attendance. Successfully treating the root causes of absence and removing

barriers to attendance, at home, in school or more broadly, is best achieved when there is a strong culture of collaboration and partnership between headteachers, parents, local authorities and other partners (including the schools of any siblings) - each with clearly expressed and understood roles and responsibilities.

7.2 Pupils absent due to mental or physical ill health or SEND

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as they are for any other pupil. That said, in working with their parents to improve attendance, our school will be mindful of the barriers these pupils face and put reasonable adjustments and additional support in place where necessary to help them access their full-time education. This may include pastoral support and timely referrals to wider services and external partners. Reasonable adjustments and additional support outlined in 'individual health care plans' or EHCPs to support attendance at school should be implemented.

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

Schools will set and maintain high expectations for the attendance, engagement and punctuality of pupils who are anxious about attending school. It is important to recognise that, in many instances, attendance at school may serve to help with the underlying issue as much as being away from school might exacerbate it, and a prolonged period of absence may heighten their anxiety about attending in future.

School staff will recognise that there can be attendance challenges where a child has a social, emotional or mental health issue, particularly a severe issue for which the child is receiving clinical treatment.

Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, exams or variable moods. It is important to note that these pupils are still expected to attend school regularly. School staff will communicate this expectation to parents and work together with them to ensure that such circumstances do not act as a barrier to regular attendance.

Any associated anxiety about attending should be mitigated as much as possible by creating a plan to implement reasonable adjustments to alleviate specific barriers to attendance. These adjustments should be agreed by and regularly reviewed with all parties, including parents. This is important for children of all ages, but in particular if the child is transitioning from one school to another which may make them more anxious about school. Any plan to help a child to attend well may also involve making referrals to external professional support, and schools will be supportive where parents feel the child needs to visit a health professional in

relation to a mental health concern.

7.3 Pupils returning to school after a lengthy or unavoidable period of absence

We fully support pupils back into school after a lengthy or unavoidable period of absence by building up their confidence and bridging gaps. This will be done based on the pupils context and supportive measures will vary from case to case. Examples of support available:

- Graduated, phased return
- later starts and early finishes
- exit card to support with lesson transitions
- buddy support as part of graduated support
- SEMH support in the haven

8. Attendance monitoring

Subject teachers are responsible for:

- Accurately completing the statutory AM registration for pupils in lesson 1
- Accurately completing a register in every lesson and monitoring patterns of attendance.
- Highlighting and discussing problems of non-attendance with their Head of Year or curriculum team leader and putting in place appropriate interventions to improve attendance to their lessons. This will be logged in class interventions.
- Being aware of pupils that they teach who are identified as persistent absentees

Form Tutors are responsible for:

- Accurately completing the statutory PM registration for pupils in tutor time
- Monitoring attendance figures daily and weekly
- Pursuing any absences which have not been explained, by either contacting the parent/carer direct, asking the Attendance Officer to do so, or notifying the appropriate Head of Year
- Identifying any 'patterns' of absence and notifying the appropriate Head of Year of their concern
- Contact home for any pupils who have attendance concerns but are above 92.5% attendance
- Highlighting and discussing attendance targets, procedures and issues with members of their tutor group
- Being aware of any pupils who are identified as Persistent Absentees and notifying the Head of Year/ Attendance Officer immediately of their absence

Heads of Year are responsible for:

- Ensuring that all teachers and tutors complete their attendance responsibilities
- Checking all registers weekly and pursuing any unexplained or 'suspicious' absences passed from tutors with parents/carers
- Highlighting any unauthorised absences and discussing strategies with tutors
- Monitoring weekly attendance figures for the school and discussing these and reasons during the Raising Standards meetings with the Attendance Officer and Attendance Champion
- Monitoring and developing action plans for all pupils who are identified as having persistent absence to improve attendance
- Meeting with parents/carers referred by the Attendance Officer
- Liaison with parents/carers, tutors, Curriculum Team Leader and teachers re: the setting of suitable work for pupils as the need arises and arranging for it to be taken home and returned to the school
- Update staff when pupils are expected to be absent for longer than a few days and when the pupils return so that reintegration can be affected smoothly

Attendance Officer is responsible for:

- Identifying students who are regularly attending and should be celebrated
- Ensuring that up to date and detailed attendance information is available for the Raising Standards meetings
- Sending a letter home to any pupil who has attendance below 95% and also 92.5%; if no improvement has been made after 2 weeks contact parent/carer by phone; if there is no improvement after 2 weeks then refer to Head of Year who will meet with parents/carers
- Working with families to provide either support to improve attendance or take legal action
- Liaising with appropriate outside agencies
- Completing Arbor registers inputting the correct code/comment for pupils who arrive after registration closes
- When notified of pupil absence via telephone inputting the correct code/comment into Arbor
- Initiating Attendance emails/ absence phone calls to parents of pupils where there is unexplained absence or lateness to school
- If a pupil is absent for 3 school days without a contact being received from parents, a "safe and well" home visit will be made by the Attendance Officer. This is a safeguarding procedure and is an expectation from the Local Authority.

- Preparing follow up letters and communication based on intervention outcomes
- Convening Attendance Panel when necessary
- Collating all attendance figures for both internal and external use:
 - a) below 95%
 - b) % individual
 - c) % tutor group
 - d) lateness figures

Attendance Champion is responsible for:

- Overseeing all aspects of the attendance monitoring system through weekly returns and regular reports from Heads of Year
- Working with the Heads of Year and Attendance Officer to agree strategies in the most difficult cases of pupil absence
- Liaising with the Attendance Officer re truancy issues
- Compiling whole school attendance data as required by the Headteacher/SAST
- Reporting regularly to the Headteacher concerning all aspects of attendance
- Completing any SAST, Local Authority or national forms regarding attendance/ absence statistics as the need arises

8.1 Monitoring attendance

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

Specific pupil 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.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils 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

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers/tutors (via Arbor), to facilitate discussions with pupils and families, and school leaders (including special educational needs co-ordinators, designated safeguarding 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 pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

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

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 pupils 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 pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum yearly by the Attendance Champion. At every review, the policy will be approved by the full governing board.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

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: • 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

REQUEST FOR TERM-TIME LEAVE

To the Headteacher

School/College

The Gryphon School

I wish to apply for term time leave for my child

Name	Year	Current Attendance
1.		
2.		

from

to

inclusive

Do you have other children in other local schools?

Name of child	Name of school
1.	
2.	

The Exceptional Reasons for this request are:

Signature

(Parent/Carer) _____ Date _____

Please make your request prior to making any bookings and at least four weeks before the anticipated leave date.

NB. If the school refuses your request and the child is still taken out of school, this will be recorded as an unauthorised absence. This may result in a penalty notice being issued or legal action taken for poor attendance.