

# Blackfen School for Girls



## Attendance Policy

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	Date	Name	Signature
Policy Date	January 2026		
Review Date	January 2027		
Review Period	Annually		
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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 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 students
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every student 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 students 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 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 \(Student Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Student Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a student's attendance: guidance for schools](#)

## 3. Roles and Responsibilities

### 3.1 The governing body

The governing board is responsible for:

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, students and parents/carers
- 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 students, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos

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- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students 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 students' 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 students, 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
- Link meetings with Link Governor bi-annually
- Holding the headteacher to account for the implementation of this policy

## 3.2 The headteacher

The headteacher is responsible for leading staff to ensure:

- 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 students
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary
- Working with the parents/carers of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
  - Notifying the local authority when a student'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 students 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 students who the school believes will miss 15 days consecutively or cumulatively because of sickness

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## 3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- › Leading attendance across the school
- › Offering a clear vision for attendance improvement
- › Evaluating and monitoring expectations and processes
- › Having a strong grasp of absence data and oversight of data analysis
- › Regularly monitoring and evaluating progress in attendance
- › Devising specific strategies to address areas of poor attendance identified through data and making sure they are followed by all staff
- › Liaising with students, 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 students and their parents/carers
- › Delivering targeted intervention and support to students and families

## 3.4 Bexley Education Welfare Service

Blackfen School works with Bexley Education Welfare Service (EWS)

The service is responsible for:

- › Monitoring and analysing attendance data (see section 8)
- › 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
- › Advising the Headteacher/ designated senior leader responsible for attendance (authorised by the headteacher) when to issue fixed-penalty notices

## 3.5 Class teachers/form tutors

Class teachers/form tutors are responsible for recording attendance on a daily basis for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the attendance office via Edulink.

Registers are taken on Edulink in the first 10 minutes of every lesson/form time.

If paper registers are being used e.g., where Supply staff are used, paper registers must be completed in the first 10 minutes of every lesson and ONE student brings the paper register to the Attendance Office for input.

## 3.6 School Attendance staff

The School Attendance Officer will:

- › Take calls from parents about absence on a day-to-day basis and record it on the school system
- › Text families of students absent. First Day Calling to be referred to Student Support Officers if no response received
- › Transfer calls from parents to their Student Support Officer (SSO) in order to provide them with more detailed support on attendance
- › Monitor data with SSOs daily and AAO weekly (see section 8)

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## 3.7 Parents/carers

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/carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before **8am** 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, any appointments for their child are made outside of the school day

## 3.8 Students

Students are expected to:

- Attend school every day on time
- Attend every timetabled session on time

## 4. Recording attendance

### 4.1 Attendance register

We will keep an electronic attendance register, and place all students 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 (Student Registration) (England) Regulations 2024, whether every student 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 I for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or unauthorised
- The nature of the activity if a student is attending an approved educational activity

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- The nature of circumstances where a student 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 8.30am and finishes at 3.00pm.

Students must arrive in school by 8.20am on each school day.

The register for the first session will be taken by 8.40am and will be kept open until 9.00am. The register for the second session will be taken at 12.15pm, and will be kept open until 12.45pm.

## 4.2 Unplanned absence

The student's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence (and each subsequent day of absence) by **8am** or as soon as practically possible by calling the school absence line.

- Call 0208 303 1887 and press 1 for Student Absence

Alternatively, parents/carers can use the Absence Reporting icon on Edulink.

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 the authenticity of the illness is in doubt, the school may ask the student's parent/carer to provide 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/carers will be notified of this in advance.

If Bexley EWS issue a Cause for Concern letter, the school will request medical evidence before any absence for illness is authorised.

## 4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the student's parent/carer notifies the school in advance of the appointment:

- Parents/carers should email the school and mark it for the attention of the Attendance Officer
- Parents/carers should write a note in their child's Planner on the day detailing the time they are to leave. This will be checked when they sign out.

However, we encourage parents/carers 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/carer 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.

## 4.4 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

All students are expected to be on time to school and on site by 8.20am daily. Lessons start promptly at 8.30am.

Students arriving after 8.30am will be directed to sign in through Inentry in Reception and go straight to lesson.

Students who are late to Lesson 1 will receive a 10-minute (BI) detention at break time. Failure to attend will result in the sanction being raised to the next level.

Persistent lateness/issues with punctuality will result in the student being on Punctuality Report.

## 4.5 Following up unexplained absence

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

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- Text the student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If no response is received, the Student Support Officer will call. Texts will be sent daily and logged as a Safeguarding concern if a response is not received. If a response is still not received then the absence will be referred to Bexley EWS and a visit to the family home may be carried out.
- 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 for which the pupil is absent
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will advise Bexley EWS
- Where relevant, report the unexplained absence to the pupil's youth offending team officer or social worker
- 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/carers

The school will regularly inform parents about their child's attendance and absence levels both at parents evening and with Progress Updates sent out termly. Statutory attendance information is also visible to parents on Edulink.

## 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
- Exceptional circumstances

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

We define 'exceptional circumstances' as

- acute family trauma
- terminal illness or death of a family member
- if a family member serves in the Armed Forces - Service personnel returning from a tour of duty abroad where it is evidenced the individual will not be in receipt of any leave in the near future that coincides with school holidays
- following advice from a health professional
- out of school programmes such as music, arts or sport operating at a high standard of achievement

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

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As a leave of absence will only be granted in exceptional circumstances, a leave of absence will not 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 context behind the request.

Any request should be submitted in writing as soon as it is anticipated and, where possible, at least **FOUR** weeks before the absence. All requests should be emailed to the school and **marked FAO Attendance Officer**. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include:

- 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 student's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Parents/carers 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 student is attending educational provision
- Adjusted timetables agreed between the school and parents/carers in exceptional circumstances, time limited to support reintegration

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 Legal sanctions

The school or Local Authority can issue Penalty Notices for the unauthorised absence of their child from school, where the child is of compulsory school age.

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

A Penalty Notice is issued to each parent, for each child and they must each pay £80 within 21 days or £160 within 28 days. If the payment has not been made after 28 days, the Local Authority will consider prosecution.

If a second penalty notice is issued to the same parent for the same child within a rolling 3-year period, the notice will be charged at the higher rate of £160, with no option for this second offence to be discharged at the lower rate of £80.

If a third offence is committed, a Fixed Penalty Notice will not be issued and the case could be presented straight to the Magistrate's Court for prosecution. Prosecution can result in Criminal records and fines of up to £2,500. Cases found

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guilty in Magistrates' Court may show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.

## 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

The school has a scaled approach (Appendix 2) to promote, track and monitor attendance, which includes rewards, sanctions, assemblies and meetings with parents/carers. By communicating with parents/carers, the school will discuss the link between attendance and attainment as well as the wider wellbeing of the student and challenge parents' views where they have misconceptions about what 'good' attendance looks like, in line with DfE recommendations.

Every term we hold celebration assemblies and as part of this, improving and high levels of attendance of tutor groups are recognised and rewarded.

## 7. Supporting pupils who are absent or are returning to school

Students and families may need support with school attendance in a range of contexts where there are complex barriers to attendance, which may involve mental or physical ill health issues or SEND.

Where school absence is persistent or decreasing, we will work with students to identify and overcome any barriers to attendance. This work will involve considering where the non-attendance is due to EBSA (Emotionally Based School Non-Attendance). The term EBSA recognises that this avoidance has its root in emotional, mental health or wellbeing issues.

Where absence is identified as EBSA (Emotionally Based School Non – Attendance), students will be supported through an individualised EBSA Support Plan, involving interventions provided by school and our external partners.

## 8. Attendance Monitoring

The school will monitor and SEAAS will review student absence data weekly via the Management Information System (MIS) reports generated. SEAAS will also review data weekly in person and/or remotely to promote attendance, using the scaled approach as reference. The analysis of attendance data will include data for each group (e.g., SEND, Disadvantaged, Others, EAL, ethnic groups), by year group using the MIS.

School attendance data is discussed through the fortnightly Welfare Team Meetings.

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## 8.1 Monitoring attendance

The school will

- › Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual student level
- › Identify whether or not there are particular groups of children whose absences may be a cause for concern

Student-level absence 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 compare attendance data to the national average, and share this with the governing board.

## 8.2 Analysing attendance

The school will:

- › Analyse attendance and absence data regularly to identify students or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these students and their families
- › 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:

- › Provide regular attendance reports to Form Tutors, Student Support Officers and other school leaders, to facilitate discussions with students and families
- › Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

## 8.4 Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school.

The school will:

- › Use attendance data to find patterns and trends of persistent and severe absence
- › Hold regular meetings with the parents of students who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school. Student Support Officers will make a Wellbeing Call to check in with the student on a weekly basis.
- › Provide access to wider support services to remove the barriers to attendance
- › For students with an attendance percentage of less than 80%, SEAAS and the school work together to find reasons why. These students may have more barriers to their being in school than 'just' attendance and intensive support may be needed across a range of support services (see Section 7). A referral will be made for a full social care assessment to ensure all avenues of support and intervention are met. Where severe absence continues (for unauthorised reasons), it is likely to constitute neglect

For reintegration into the school for students who have had long term absence e.g., illness, the school will:

- › Welcome the student back to the school and value their return to both lessons and Form Group.
- › Provide support for the student in consultation with parents/carers to enable a successful return to the school.
- › Ensure that all relevant staff are informed of the circumstances.
- › Work with other agencies, where appropriate, to ensure a successful outcome.
- › Consider a personalised programme of return, if appropriate.
- › The student's SSO to monitor and review the student's return

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## 8.5 Children at risk of missing education (CME)

Where the school has completed all reasonable steps to locate a missing student but have been unsuccessful, then a CME form will be completed. All schools must inform the local authority of any student who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more. This could be a safeguarding issue; leaders should ensure that regular follow up contact is made with the Local Authority if the whereabouts of the student is not known or communicated to school. If a vulnerable student cannot be contacted on the first day of absence, the Headteacher should be advised and a home visit requested by SEAAS; a non-vulnerable student by the third day of absence. This should continue until the information has been secured.

## 9. Monitoring Arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum as detailed on the cover sheet by the person stated as responsible. 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

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## Appendices:

### Appendix I: 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
<b>Attending a place other than the school</b>		
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
<b>Absent – leave of absence</b>		
CI	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
JI	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

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<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	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
<b>Y1</b>	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
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	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
<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g., due to adverse weather)
<b>Y5</b>	Criminal justice detention	<p>Pupil is unable to attend as they are:</p> <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>

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<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	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
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

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## Appendix 2: Scaled approach for attendance

Scaled Approach	Descriptor	Attendance threshold	Actual	Days Absent	Lost learning in hours	Letters
* Celebrate students who attend school every day on time in assemblies and in conversation with individuals	<b>Excellent</b>	100%	190	0	0	<b>100%</b>
		99%	188	2	10	<b>Letter A*</b>
* During briefings and bulletins Headteacher reminds and thanks staff for their commitment to attendance *Attendance lead thanks parents and students for their commitment ensuring high attendance (via half-termly text message, postcard, bulletin) * Rewards – distributed to students and tutor groups each week and Rs awarded	<b>Very Good</b>	98%	186	4	20	<b>Letter A if &lt; 96%</b>
		97%	184	6	30	
		96%	182	8	40	
* Attendance has fallen below 96% leading to increased monitoring * Student added to monitoring list and discussed at MAG and Welfare Team meeting * AO/SSO/FT makes contact and offers additional support to family * SSO or HoY to support student and involve any other relevant agencies * Discussions start with SEAAS to prevent further decline * Parents informed of penalty notice possibility * FT to have weekly conversation with student about successes/EBIs for attendance	<b>Improvement needed</b>	95%	181	9	45	<b>1st Letter if &lt; 94%</b>
		94%	179	11	55	
		93%	177	13	65	
		92%	175	15	75	
		91%	173	17	85	
<b>At this point students achieving HALF a grade lower than expected</b> Source: Pixl						
* <b>Student is persistently absent from school</b> * Attendance Lead calls parents to notify that attendance has dropped below 90%. * HoY/SSO invites parents to open a CAF/Early help referral – attendance contract drawn up * Family to be referred to SEAAS * HOY/SSO lead to continue weekly check-ins with student	<b>Cause for Concern</b>	90%	171	19	95	<b>SEAAS letter if &lt; 90%</b>
		89%	169	21	105	
		88%	167	23	115	
		87%	165	25	125	
		86%	163	27	135	
<b>At this point students achieving ONE grade lower than expected</b> Source: Pixl						

## Blackfen School for Girls

<p><b>* Parents invited to attend an Attendance meeting with DHT/AHT, HOY/SSO, AO, DSL and SEAAS</b></p> <p>* A 4-week action plan agreed to improve attendance with clear targets set</p> <p>* Make parents aware of potential next steps if little/no improvement</p>	<p><b>Serious Cause for Concern</b></p>	85%	162	28	140	<p><b>SEAAS meeting if &lt;85%</b></p>
		84%	160	30	150	
		83%	158	32	160	
		82%	156	34	170	
		81%	154	36	180	
<p>* If little/no improvement meeting with local authority lead and external agencies</p> <p>* The attendance contract will be reviewed and will be shared with agencies</p> <p>* Parents will be informed of referral to the LA for prosecution and type</p> <p>* SEAAS and the LA will continue to monitor attendance</p>	<p><b>Extreme Cause for Concern</b></p>	80%	15	38	190	<p><b>Penalty Notice or Prosecution</b></p>
and below						