Northfleet Technology College

Attendance Policy

(Includes Supporting students with Mental and Physical Health needs)

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Governing Body with responsibility:	Student Welfare Subgroup

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1. Aims

There is a clear link between attendance at school and academic achievement at GCSE level, with poor attenders less likely to achieve good passes at GCSE. We are committed at NTC to meeting our obligation to enabling students to maximise the educational opportunities available to them and become resilient, confident and competent adults and drive this through our whole-school culture and ethos.

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, 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

Parents must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability and aptitude, either by regular attendance at school or otherwise.

A child is of Compulsory School Age at the beginning of the term following their 5th birthday. A child ceases to be compulsory school age on the last Friday in June of the school year in which they reach the age of 16.

This policy is based on the Department for Education's (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
- Maintained schools: Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The School Attendance (Pupil 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 pupil'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, 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 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
- 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 student's 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
- Holding the headteacher to account for the implementation of this policy

The student Welfare Sub Group are responsible for reviewing the attendance and health needs 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 students
- Monitoring the impact of any implemented attendance strategies
- Issuing penalty notices, where necessary, and/or authorising the Deputy Headteacher to be able to do so
- Working with the parents/carers of students 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 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

3.3 The designated senior leader responsible for attendance (Senior attendance champion)
The designated senior leader 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 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

The designated senior leaders responsible for attendance are Deputy Headteacher for Inclusion and Assistant Headteacher for Culture and Attitudes and can be contacted via the school office.

3.4 The attendance officer
The school attendance officer is responsible for:

- Monitoring and analysing attendance data
- 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 headteacher/Deputy Headteacher (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Mrs Seargent and can be contacted via attendance@ntc.kent.sch.uk

3.5 Learning coaches/ class teachers
Learning Coaches and Class Teaches are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1) and submitting this information via the school's management information system. They are also advocates who will liaise and support you with any attendance concerns or school issues that are affecting attendance.

3.6 Admin staff
Admin 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 community / pastoral manager or other support staff where appropriate, to provide them with more detailed support on attendance

3.7 Parents
Parents are expected to:

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 / lesson on time
- Call the school to report their child's absence before 8.00am 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 your child learning coach, head of community or pastoral manager who can be contacted via email of phone which you can obtain from the school website.

3.8 Students

- 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 (Pupil Registration) (England) Regulations 2024, whether every student is:

- Present
- Attending a place other than school
- Absent
- Absent - unable to attend due to unavoidable 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 student 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 register for the first session will be taken at 8.40am and will be kept open until 9.10am. The register for the second session will be taken at 12.10pm and will be kept open until 12.40pm.

The register for the first session will be kept open for 30 minutes. The register for the second session will be taken within 30 minutes of the start of the afternoon session time allocation.

Students must arrive at school at least 5 minutes prior to the registration period or Learning Coach time to ensure they can get to their location on time for register completion.

4.2 Unplanned absence

Parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8.00am or as soon as practically possible. Parents can call in and leave a voice message on the ***Attendance Phone Line, 01474 543624***, email through their son's ***Arbor account***, or email via the Attendance Officer, ***attendance@ntc.kent.sch.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 (Medical or dental appointments)

Attending a medical or dental appointment will be counted as authorised as long as the student's parent notifies the school in advance of the appointment. You can provide advance notice by emailing attendance@ntc.kent.sch.uk or emailing through your sons EduLink account.
However, 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.

The student's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 4 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

Late Detentions

- Students arriving late to school will receive detentions unless their parents have contacted their pastoral manager for a good reason.
- Students in years 12-14 will be managed by the Sixth Form team and will be sanctioned accordingly.
- Students who arrive after 9.20am need a note or telephone call from home explaining their late arrival. If no note is received, this becomes an unauthorised absence.
- Persistent latecomers will have letters sent home and discussed with their Head of Community regarding further action, which may include liaison with Kent Inclusion Service.

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:

- Text / call the student's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school may contact a range of external agencies.

- 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 student 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 student's external agency if allocated.
- Where appropriate, offer support to the student and/or their parents to improve attendance
- Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals
- Children who are not attending school and are not being provided with suitable educational provision will be referred to the local authority as Children Missing in Education.
- Where support is not appropriate, not successful, or not engaged with issue a notice to improve, penalty notice or other legal intervention as appropriate.

4.6 Reporting to parents

The school will regularly inform parents about their child's attendance and absence levels formally via yearly reports and daily through the attendance area of the school's parent app – Arbor.

During this monitoring and reporting, school may refer students to the Inclusion and Attendance Service as well as the Early Help Units and other agencies. They will also try to resolve the situation by agreement but, if other ways of trying to improve the child's attendance have failed, these officers can use court proceedings to prosecute parents/guardians or to seek an Education Supervision Order on the child. When a referral to such services is made, the child's Attendance Certificate, copies of all letters sent to parents and minutes of any meetings, WILL be attached to the completed referral form with any other relevant information

5. Authorised absence

The school will regularly inform parents about their child's attendance and absence levels. This is accessible daily through Arbor, via reports and bespoke communications from the attendance officer.

5.1 Approval for term-time absence

The headteacher will only grant a **leave of absence** to a student 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 students is authorised to be absent for.

We define 'exceptional circumstances' as a situation that is rare, unforeseen, or unavoidable, making it necessary for a student to miss school. These circumstances typically go beyond ordinary or routine reasons, such as minor illnesses or vacations, and are often recognised as legitimate by the school due to their seriousness or significance

Leave of absence will not be granted for a student 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, considering 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 two weeks before the absence, and in accordance with any leave of absence request form, accessible via the attendance officer and school reception. The headteacher may require evidence to support any request for leave of absence. This is the same for any student over compulsory school age (e.g. sixth form), leave must be requested by a parent they normally live with.

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
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student'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 student is a mobile child if their parent is travelling in the course of their trade or business and the student is travelling with them. In these circumstances a student 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 student 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)

Other reasons the school may allow a student 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 student is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the student 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

6. Strategies for promoting attendance

Much of the content covered in lessons whilst students are absent is never repeated and it requires a real effort on the part of the student to make up for the missed work. Areas of particular concern are holidays taken during term time, days off for minor ailments and extended convalescence following an illness. It is the responsibility of all parents and guardians to ensure that their son(s) and, in the Sixth Form, daughters miss as little school time as possible.

To assist them in this, the school takes the following measures:

- All subject staff are required to keep an attendance register
- The Attendance Officer, reporting to the designated Senior Leader, works with individual Learning Coaches and other colleagues within each of the Communities to help provide a comprehensive picture and consistent response
- Learning Coaches and the Attendance Officer conduct register checks to ensure that any students who may attempt to miss individual lessons are detected.
- Regular communication is upheld by Learning Coaches, Pastoral Support Managers and by the school's Attendance Officer
- Learning Coaches, Pastoral Support Managers and the School's Attendance Officer meet with parents of students with attendance and punctuality concerns to discuss possible causes and potential solutions which may include other members of the Inclusion Team or external agencies; and will be recorded on an attendance contract / action plan.
- School works closely with the Inclusion and Attendance Service as well as the Early Help Units and other agencies to detect unauthorised absence and offer support to parents and students who may truant

Nonetheless, the responsibility for ensuring attendance remains with that of the parents/guardians.

When a child attends school on a regular basis, they take an important step towards reaching their full potential and are given the greatest opportunity to learn new things and develop their skills. Children who miss school frequently can fall behind with their work and do less well in exams.

The more time a child spends with other children, whether in the classroom or as part of a school team or club, the more chance they have of making friends and feeling included, boosting social skills, confidence and self-esteem.

At Northfleet Technology College we recognise good and improved attendance by rewarding our students with praise and congratulations in community and year group assemblies as well as reward certificates. Excellent or improved attendance may also be added as Achievement Points on the student's individual account.

Weekly and overall Community Attendance Challenges are held and then displayed to help boost healthy competition as well as termly attendance challenges.

7. Supporting students 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 student if they are old enough to understand) to discuss how we can work in partnership to improve the student'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 pupil attends school.

It will include:

- Details of the student'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 pupil

Whether further support, a notice to improve or another legal intervention would be a more appropriate solution

Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the student'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 student, 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 student 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 parents must pay £60 within 21 days, or £120.

8. Supporting students who are absent or returning to school Monitoring

8.1 Students absent due to complex barriers to attendance
If the school becomes aware of barriers that relate to the students' needs, we will inform the local authority to seek additional support where appropriate if the school has exhausted all school-based support strategies.

8.2 Students absent due to mental or physical ill health
Diagnosis of health needs
Only medical professionals can make a formal diagnosis of a health condition. Schools, however, are well placed to observe children day to day and identify those whose behaviour suggests that they may be suffering from a health problem or be at risk of developing one. This may include withdrawn students whose needs may otherwise go unrecognised.

The identification of health problems will often be through a student's GP. Although medical practitioners cannot always share information, where possible the school will try to be aware of any support programme's GPS are offering that may affect the student's attendance and attainment at school. Northfleet Technology College will ask parents to give consent to their child's GP to share information with the school in these circumstances.

Whilst it is good practice to involve parents and families wherever possible, in some circumstances the student may not wish to have their parents involved with any interventions or therapies they are receiving. In these cases, Northfleet Technology College will be aware that those aged 16 or over are entitled to consent to their own treatment, and their parents cannot overrule this. Students under the age of 16 can consent to their own treatment if it is thought that they have enough intelligence, competence and understanding to fully appreciate what is involved in their treatment.

Northfleet Technology College may choose in some circumstances to commission specialist CAMHS directly. It is best practice for CAMHS to offer a 'triage' service to identify and provide for students who need specialist provision very quickly.

Ensuring children have a good education
Northfleet Technology College believe that all children, regardless of their personal circumstance or education setting, should receive a good education. To make this possible, schools will work with external agencies to assist where possible alternative provision that would address a student's individual needs whether they are health related, behavioral related, or otherwise through an appropriately tailored approach.

Every child should have the best possible start in life through high quality education, which allows them to achieve their full potential. A child who has health needs should have the same opportunities as their peer group, including a broad and balanced curriculum.

Children unable to attend school because of health needs should be able to access suitable and flexible education appropriate to their needs. The nature of the provision must be responsive to the demands of what may be a changing health status. School would liaise accordingly with external services to seek support with the health needs.

Mental Health Needs
Mental health professionals have defined mental health issues as:

- Emotional disorders, e.g. phobias, anxiety states and depression;
- Conduct disorders, e.g. stealing, defiance, fire setting, aggression and anti-social behaviour;

- Hyperkinetic disorders, e.g. disturbance of activity and attending (ADHD)
- Development of disorders, e.g. delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- Attachment disorders, e.g. children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- Other mental health problems include eating disorders, habit disorders, post-traumatic stress syndromes; somatic disorders; and psychotic disorders e.g. schizophrenia and manic-depressive disorder.

Anxiety
Anxiety problems can significantly affect a student's ability to develop, to learn or to maintain and sustain friendships and attend school regularly.

Young people may feel anxious for several reasons – for example because of worries about things that are happening at home or school, or because of a traumatic event. Symptoms of anxiety include feeling fearful or panicky, breathless, tense fidgety, sick, irritable, tearful or having difficulty sleeping. If they become persistent or exaggerated, then specialist help, and support will be required.

Many of these problems will be experienced as mild and transitory challenges for the student and their family, whereas others will have serious and longer lasting effects. When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as having mental health disorders.

Attendance
Should a student's attendance start to decline or stop completely in connection with a diagnosed health need a meeting will be held with the parents and where possible the student, to discuss the issues and to devise a support plan. This *may* include:

- A reduced lesson timetable
- A reduction in school hours
- Time in the Learning Support Unit
- Requests for specific intervention programmes
- An exit card to use twice week, in times of anxiety or feeling overwhelmed
- Provision to see a trained mental health member of staff
- Referral to outside agencies i.e. CAMHS or other counselling/support services

Should the situation not improve following these interventions, more long-term provision will be looked at. These *may* include:

- Allowing the school to obtain medical evidence from CAMHS and GP's to refer for Alternative Education provision
- Working with external agencies/services and alternative provisions

8.3 Students absent due to other barriers to attendance

The school will endeavor to work with parents and external agencies to implement support plans for students and make any reasonable adjustments where the school feels it is necessary to remove a school-based barrier. Any adjustment / intervention will be timely, appropriate and targeted to the student's needs.

Where a student has an education health care (EHC) plan and their attendance falls, the school will inform the local authority.

9. Attendance Monitoring

9.1 Monitoring Attendance

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

Specific student 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 students, groups or cohorts that need additional support with their attendance, and
- Identify students 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 students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families
- Ensure regular attendance reports are accessible to staff, to facilitate discussions with students and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place 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 student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

Certificate, copies of all letters sent to parents and minutes of any meetings, WILL be attached to the completed referral form with any other relevant information

9.3 Reducing persistent and severe persistent 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. 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 students 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 students. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanction, where necessary (see section 4.1)

Support offered to families will be child centered and planned in discussion and agreement with both parents and the child.

Where parents fail or refuse to engage with the support offered and further unauthorised absence occurs, NTC will consider the use of legal sanctions in conjunction with the local authority.

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the Deputy Headteacher of Inclusion. 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:

- Child protection and safeguarding policy
- Behaviour policy
- Supporting students with medical conditions policy
- Mental health and wellbeing student 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