

**ST CUTHBERT MAYNE SCHOOL**  
**Joint Catholic and Church of England 11-18 Comprehensive School**  
**Dioceses of Plymouth and Exeter**



**St Cuthbert Mayne School**  
**Attendance Policy**

**Adopted by Full Governing Body: September 2026**

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# **Attendance Policy**

## **1. Legislation and Guidance**

This policy meets the requirements of the statutory guidance **working together to improve school attendance** from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation and statutory frameworks setting out the legal powers and duties that govern school attendance:

- Part 6 of **The Education Act 1996**
- Part 3 of **The Education Act 2002**
- Part 7 of **The Education and Inspections Act 2006**
  
- **The School Attendance (Pupil Registration) (England) Regulations 2024** (and subsequent amendments)
  
- **The Education (Penalty Notices) (England) (Amendment) Regulations 2024**
  
- **The Children Act 1989 / 2004 (Safeguarding duties related to attendance)**

## **2. The Law on school attendance and right to a full time education**

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

### **3. Areas Determined by the Governing Body**

#### **3.1 Official registration period**

The governors of St. Cuthbert Mayne School have established the school day as starting at 08:40am. Students must arrive on site by 08:40am and be lined up on the yard by the 08:45am bell. It has been decided by the Governing Body that the morning registration period will run until 09:10am. The afternoon registration period is from 14:00pm to 14:05pm. The Sixth form official registration marks mirror the registration marks for the rest of the school as above.

In addition to the above, staff will complete an electronic lesson register in SIMS every period and this will be completed within the first 10 minutes of the lesson. If an electronic register is not accessible then a paper register should be taken (written by the teacher) and returned to the Attendance Administrator.

## 4. Expectations of Stakeholders

### 4.1 Students

Every student at St. Cuthbert Mayne School should aim to achieve 100% attendance.

Students are expected to attend school regularly—meaning every day the school is open. Furthermore, they are expected to take responsibility for arriving on time, ready to learn, with the appropriate equipment and in correct uniform.

#### **Attendance Support & Family Support**

We recognise that some students face unique personal, emotional, or medical challenges that make coming to school difficult. Students are encouraged to talk openly with a trusted adult in school (such as their Form Tutor, Head of Year, Pastoral Support Officer, Learning Mentor, or Attendance Mentor) as soon as they feel overwhelmed or experience barriers to attendance.

- **Mental Health & Well-being:** Students experiencing emotional distress, anxiety, or mental health difficulties will be listened to, treated with empathy, and offered structured support
- **SEND Needs:** Students with Special Educational Needs and Disabilities (SEND) will receive tailored, reasonable adjustments to support their daily routines and reduce sensory or academic overwhelm
- **Young Carers:** Students who have caring responsibilities at home will be given access to designated support staff, flexible homework arrangements, and pastoral check-ins so that their caring duties do not compromise their attendance or progress.

If students are absent, it is important that they return to school as soon as possible to minimise disruption to their learning. We expect all students to work with their teachers to catch up on missed learning.

St. Cuthbert Mayne celebrates success relating to good and improving attendance through Class Charts Praise Points, the Year Group Attendance Lotteries and year group recognition which is shared during year group Ready to Learn assemblies.

### 4.2 Parents / Carers

At St. Cuthbert Mayne School, we are proactive in ensuring all students have the opportunity to fulfill their potential. We expect all parents and carers to support their child(ren) to attend school regularly and arrive on time, with the required uniform and equipment.

#### **Collaborative Support Model**

Where a child is experiencing difficulties attending school due to **mental health barriers, anxiety, unmanaged SEND needs, or young caring duties**, parents/carers are expected to contact the school at the earliest opportunity.

- The school will work collaboratively with parents to establish an **Attendance Support Plan**, drawing on pastoral, SENCO, and healthcare expertise

- We ask parents to share medical diagnosis updates or changes in family caring responsibilities so that reasonable adjustments can be implemented promptly.

#### **Standard Absence Reporting**

- **Unplanned Absence:** Where a child is too unwell to attend, parents/carers must report the absence via the **Class Charts Parent App by 08:00am each day**.
- **Medical Appointments:** Parents are expected to make routine medical and dental appointments out of school hours where possible. Where unavoidable, students should attend school before and return immediately after the appointment.
- **Unauthorised Absence:** Parents of students who acquire an unacceptable level of unauthorised absence without engaging with school support mechanisms will be referred to the Local Authority under the statutory National Framework for legal interventions.

### **4.3 Staff**

All members of staff at St. Cuthbert Mayne School are expected to undertake their roles with a view to supporting students to maximize their attendance. They have a duty to identify, support, or report any issue that may impinge on a student's ability to attend regularly.

Staff must explicitly recognise that **absence is often a symptom of underlying needs**—including unidentified SEND, emotional or mental health distress, or young caring responsibilities. Staff are required to make clear, proactive links between attendance, inclusion, and safeguarding, treating attendance as everyone's collective responsibility.

## **5. Staff roles and responsibilities**

### **5.1 Governors**

The Governing body is responsible for:

- Maintaining a warm, inclusive approach to all students, especially those who experience complex barriers to attendance (including SEND, mental health needs, and young carers)
- Acting as an unwavering advocate of the benefits of regular attendance, reinforcing these messages with students, parents, carers, and the wider community
- Providing constructive challenge to the Senior Attendance Champion regarding patterns, trends, and intervention strategies across vulnerable cohorts (e.g., SEND, Children in Need, Young Carers)
- Reviewing school resourcing to ensure adequate early intervention, SEN provision, and pastoral capacity are in place to address attendance barriers
- Monitoring and challenging the school culture to ensure attendance is understood as a shared safeguarding and inclusion responsibility

**Link Governor: Mrs R. Cox**

### **5.2 The Headteacher**

The Headteacher is responsible for:

- Holding the Assistant Headteacher (Senior Attendance Champion) accountable for the compassionate and statutory implementation of this policy
- Ensuring school attendance strategies align with national statutory guidance (*Working together to improve school attendance*) and statutory safeguarding/SEND frameworks
- Monitoring attendance practices to ensure that support-first measures (such as Attendance Contracts, SEN adjustments, and multi-agency support) are fully exhausted before legal sanctions or fixed-penalty notices are issued
- Receiving half-termly updates on attendance patterns and intervention outcomes across all vulnerable student groups

**The Headteacher: Mr J. Down**

### **5.3 Senior Leadership team (SLT)**

The Senior Leadership team are responsible for:

- Fostering a positive, relational school culture where barriers to attendance are identified early and proactive adjustments are made to remove them
- Ensuring curriculum design, behaviour systems, and pastoral structures accommodate students returning from medical leave, mental health breaks, or periods of high caring responsibilities
- Maintaining an overview of attendance trends across vulnerable sub-groups (SEND, Pupil Premium, Young Carers) on a half-term basis
- Championing a "support-first" approach that balances high attendance expectations with empathy and individualized support

## **5.4 The Designated Senior Leader with responsibility for Attendance (Senior Attendance Champion)**

The designated senior leader is responsible for:

- Setting a clear vision for attendance improvement that prioritizes early help, inclusion, and multi-agency partnership
- Analyzing daily, weekly, and monthly attendance data to identify emerging trends among specific cohorts - including pupils with SEND, mental health concerns, and Young Carers
- Liaising regularly with the SENCO, Designated Safeguarding Lead (DSL), Heads of Year, Pastoral Support Officers to ensure integrated, individual support plans are deployed for pupils at risk of persistent or severe absence
- Evaluating the impact of attendance interventions, adjusting support models where barriers persist, and ensuring attendance contracts are used constructively
- Overseeing statutory escalation procedures with the Local Authority only after reasonable support frameworks have been offered
- Lead the school's participation in termly 'School Attendance Support Meetings' (SASM), otherwise known as 'Targeting Support Meetings' (TSM)
- Ensure attendance data is shared regularly with the Local Authority and DfE via automated data returns as required by statutory regulations
- Hold all staff to account for the implementation of this policy (**See Appendix 1**)

**The designated senior leader with responsibility for attendance (Senior Attendance Champion) is Mr C. Horrocks who can be contacted via [chorrocks@stcm.school](mailto:chorrocks@stcm.school)**

## **5.5 The Attendance Improvement Officer**

The school Attendance Improvement officer is responsible for:

- Maintain a warm and welcoming approach to all students especially those who experience barriers to attendance
- Be an unwavering advocate of the benefits of good attendance reinforcing those messages with students, parents and carers
- Monitor the attendance of individual students, across specific year groups and take appropriate action to ensure they return to school
- Support individuals which are identified for the Attendance Action Plan program
- Ensure that the safety and welfare of children who are not present in school is a high priority by reviewing daily attendance and alerting key staff to any concerns
- To liaise with and establish positive working relationships with staff, parents, students and outside agencies in order to overcome barriers to excellent school attendance
- Be professionally curious about absence and provide appropriate challenge to students and families around that absence
- Complete home visits and remove the barriers which prevent students from returning to school in partnership with the Pastoral, SEN and Safeguarding teams
- Maintain contact with parents / carers to support students who are experiencing barriers to attendance
- Contribute to improving students' sense of belonging
- Contribute to escalation procedures where appropriate

**The Attendance Improvement Officer is Miss R. Marwood who can be contacted via [rmarwood@stcm.school](mailto:rmarwood@stcm.school)**

## 5.6 Attendance Administrator

The school Attendance Administrator is responsible for:

- Maintain an accurate school register
- Management of the school absence line for students
- Ensure the attendance registers are complete within the first 10 minutes of the lesson and notify the School Attendance Improvement Officer and the senior leader with responsibility for Attendance where this is not the case
- Management of the signing in and out system
- Produce the daily fire lists
- Maintain positive relationships with parents and complete all first day calling when a student is absent but no reason has been provided

**The attendance Administrator can be contacted via the attendance absence line: 01803 317901 and via [attendance@stcm.school](mailto:attendance@stcm.school)**

## 5.7 The Heads of Year / Director of Sixth Form

The Heads of Year and Director of Sixth Form are responsible for:

- Maintain a warm and welcoming approach to all students, especially those who experience barriers to attendance
- Be an unwavering advocate of the benefits of good attendance reinforcing those messages with students, parents and carers
- Be an adult students can approach for help and support
- Review attendance data to identify patterns / trends in the attendance of individuals and target groups. Implement and support strategies aimed at improving attendance for students
- Oversee effective strategies for raising attendance and punctuality in the year group and eliminate truancy
- Monitor the attendance of individual students and vulnerable groups across the year group and take appropriate action to ensure improved attendance can be achieved
- Lead on the delivery of the Attendance Improvement Plans which are identified through the fortnightly attendance board process
- Actively communicate with parents as appropriate to provide challenge and support when there are attendance / punctuality issues for their children
- Lead on celebrating and promoting excellent attendance through Ready to Learn assemblies, the attendance lotteries, as well as, inter-form competitions
- Liaise with other staff incl. the SEN, Safeguarding and Behaviour teams with a determination to remove barriers for students to attend school regularly

## 5.8 Pastoral Support Officers

The Pastoral Support Officers are responsible for:

- Maintain a warm and welcoming approach to all students, especially those who experience barriers to attendance
- Be an unwavering advocate of the benefits of good attendance reinforcing those messages with students, parents and carers

- Be an adult students can approach for help and support
- Review attendance data to identify patterns / trends in the attendance of individuals
- Monitor the attendance of individual students and vulnerable groups across the year group and take appropriate action to ensure improved attendance can be achieved
- Actively communicate with parents and lead on the delivery of the attendance focused phone calls to parents which are aimed to raise concern over % attendance / absence and offer support where necessary
- Liaise with other staff incl. the SEN, Safeguarding and Behaviour teams with a determination to remove barriers for students to attend school regularly

## **5.9 Form Tutors**

Form tutors are responsible for:

- Create and maintain a warm and welcoming classroom environment
- Be an unwavering advocate of the benefits of good attendance reinforcing those messages with students, parents and carers
- Be an adult students can approach for help and support
- Be aware when students miss a day at school and be professionally curious about the absence
- Celebrating good and / or improving attendance
- Support individuals which are identified for the Tutor Belonging Project
- Lead students through the Student Attendance Log Books program which is delivered in the year group R2L on a weekly basis
- Maintain contact with parents / carers to support students in your form who are experiencing barriers
- Contribute to improving students' sense of belonging

## **5.10 Curriculum Leader**

Curriculum Leaders are responsible for:

- Ensure curriculum staff are supporting students who are returning from a period of absence to structure their catch-up
- Use SISRA as part of academic review meetings to identify vulnerable groups / individual students who require additional support / barrier to learning need to be removed
- Challenge and support curriculum staff who fail to complete attendance records on the third occasion within a term
- Ensure that all launched TLAC strategies are embedded in their curriculum area to ensure that returning students feel comfortable returning into a familiar environment

## **5.11 Classroom teacher**

Classroom teachers' are responsible for:

- Create and maintain a warm and welcoming classroom environment; where a warm welcome on entry is a must
- Be an unwavering advocate of the benefits of good attendance reinforcing those messages with students, parents and carers
- Plan and deliver a high quality, engaging curriculum that is matched to the needs of the students

- Accurately complete an attendance register in Class Charts within the first 10 minutes of the start of the lesson. (Students should get a / mark if they are present at the time the register is taken or an N mark if they are not present in the classroom. If an electronic register is not accessible, a teacher should request a paper copy or failing that, write the names of the students on a blank piece of paper and return it to the Attendance Administrator as soon as is possible)
- Be aware when students miss the lesson / day and be professionally curious about the absence
- Actively support students when returning from absence and identify the missed learning and plan their catch-up
- Work with other colleagues to support students who experience barriers to attendance
- Contribute to improving student's sense of belonging

## **5.12 Learning Mentors**

Learning Mentors and any members of staff who support learning are responsible for:

- Maintain a warm and welcoming approach to all students, especially those who experience barriers to attendance
- Be an unwavering advocate of the benefits of good attendance reinforcing those messages with students, parents and carers
- Be an adult students can approach for help and support
- Be professionally curious about absence and follow up on all concerns about the welfare of students
- Work with other colleagues to support students who experience barriers to attendance
- Contribute to improving student's sense of belonging

## **5.13 Reception Staff**

Reception staff are responsible for:

- Maintain a warm and welcoming approach to all students, especially those who experience barriers to attendance
- Be an unwavering advocate of the benefits of good attendance reinforcing those messages with students, parents and carers
- Be an adult students can approach for help and support
- Be professionally curious about absence and provide appropriate challenge to students and families around absence
- Follow up on all concerns about the welfare of students

## **5.14 All members of staff**

Attendance is everybody's responsibility.

All members of staff are responsible for:

- Creating a safe and welcoming environment which supports the ethos of the school
- Promote the importance of excellent attendance to school
- Provide a warm welcome to students
- Encourage students to make their way promptly to lessons

## 6. Recording Attendance

### 6.1 Attendance register

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

We have two attendance registration sessions during the school day, one at the start of the day and one in the afternoon.

It will mark whether every pupil is physically present in school or, if not, the reason they are not in school by using the appropriate national attendance and absence codes from regulation 10 of the School Attendance (Pupil registration) (England) Regulations 2024.

(See **appendix 2** for the DfE attendance codes)

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

In practice, students must arrive in school by 08:40am on each school day.

The register for the first session will be taken at 08:50am and will be kept open until 9:10am.

The register for the second session will be taken at 14:00h and will be kept open until 14:05h.

### 6.2 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, by **08:00am**, using the **Class Charts Parent App**, and each subsequent day of absence thereafter (see Appendix 3).

### 6.3 Authorising Illness & Medical Evidence

We will mark absence due to illness as **authorised** unless the school has a genuine, demonstrable concern regarding the authenticity of the illness.

In line with DfE guidance, the school **will not request medical evidence unnecessarily or as a routine blanket requirement** for minor short-term illnesses.

Where an absence is prolonged, repeated, sporadic, or where the authenticity of the illness is legitimately in doubt, the school may ask parents/carers to provide a medical context (such as an appointment card, prescription, or medical letter).

Where a student experiences persistent ill-health or mental health barriers to attendance, the school will work supportively alongside the family and relevant healthcare professionals (e.g., GP, CAMHS, School Nurse) to put an appropriate attendance support plan in place rather than automatically unauthorising absences.

If the school remains unsatisfied with the reason provided for absence after reasonable support steps have been explored, the absence will be recorded as **unauthorised** (Code O) and parents/carers will be formally notified.

## 6.4 Planned absence

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.

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

Parents are expected to notify the school via email; [attendance@stcm.torbay.sch.uk](mailto:attendance@stcm.torbay.sch.uk). Parents are also expected to evidence the appointment by sharing / supplying an appointment card / confirmation.

Parents must apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 6.2 to find out which leave of absences, the school may authorise.

## 6.5 Lateness and punctuality

Students who arrive late to school:

- Pupils who arrive before the register has closed (09:10am), will be marked as late, using the L code.
- Pupils who arrive after the register has closed (09:10am), will be marked as 'arrived in school after registration closed', using the U code (Unauthorised absence).
- Pupils who arrive after 08:40am and before 9:20am will receive a 10 minute break time detention which will be sat on the same day
- Pupils who arrive after 9:20am (End of the morning Ready to Learn session) will work in the Reflection room for the rest of the day

## 6.6 Following up unexplained absence

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

- Call the student's parent / carer on the morning of the first day of unexplained absence to ascertain the reason
- 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

If the Attendance Administrator is unable to make contact via the telephone, the following steps will be taken:

- The school will use all appropriate methods of making contact, other than the telephone, which include email, text message via SchoolComms, contact with a social worker (if appropriate) or conducting a home visit

Where families are being supported through social care:

- Home visits will be conducted for families in social care once all methods of contact has been exhausted, as outlined above)

Where families are not being supported through social care:

- The Attendance Administrator / Attendance Mentor / Attendance Improvement Officer will call the parent / carer on each day that the absence continues, without explanation, to ensure proper safeguarding action is taken where necessary
- Home visits will be completed by the Attendance Mentor / Attendance Improvement Officer if no contact has been made and the absence continues. If no contact can be made during the home visit, the Attendance team will inform the school's safeguarding team

If school staff are unable to make contact with the parent of an absent student, we may complete a Child Missing in Education (CME) referral which will be shared with the Local Authority. The school will engage in regular absence checks in partnership with the Local Authority. After the 20th day of the submission of a CME, the school will notify the Local Authority before removing a pupil from roll, in line with School Attendance (Pupil Registration)(England) Regulations 2024.

If a student has a significant and on-going medical condition(s) then we ask parents to arrange for the appropriate medical professional to communicate with the school in order for any reasonable adjustments to be made.

## **6.7 Part-time timetables**

In very exceptional circumstances, where it is in the pupil's best interests, the school may consider a part-time timetable. This is an intervention which may be offered by the school and will be considered on an individual basis:

- As part of a planned reintegration to school, following an extended period out of school
- A student has a serious medical condition. These arrangements would be part of a medical plan, agreed between the school and health professionals, normally a paediatrician
- This might be a short-term medical condition that prevents full time attendance for a time limited period

In all cases, a part-time timetable will be agreed to in partnership between parents and school staff, have a clear length which is no longer than six weeks, has regular review dates included in the plan and has a proposed end date.

All part-time timetables must contain a parent signature and will be reviewed by the Local Authority. The Local Authority reserves the right to accept or decline a part-time timetable request.

Remote education must only be used as a last resort for pupils who are well enough to learn but cannot physically attend school

## **6.8 Reporting to parents/carers**

The school will regularly inform parents about their child's attendance record

Attendance reporting will feature within the student progress checks. Progress checks are completed by staff and shared with parents on a termly basis.

Moreover, each student is provided with an Expert Learner score. The Expert Learner score is derived from a students' average attitude to learning score x their attendance figure. Each student is subsequently ranked from 1 - 200 (or as many students there are in their year group) and is given a coloured band. Students are provided with direction regarding how they can improve their band outcome.

Parents will also receive the weekly Attendance Reflections through Class Charts announcements, via email and through the school social media channels. This information is designed to raise the profile and importance of students' attendance to school and the varied impact attendance and absence can have on success.

(See **Appendix 4** to find out how absence impacts attendance)

## **7. Authorised and Unauthorised Absence**

### **7.1 Exceptional Circumstances**

We define 'exceptional circumstances' as circumstances that could not be reasonably foreseen and for which there was insufficient time to take the necessary action to resolve the situation arising from those circumstances.

The Headteacher will only grant a leave of absence to a student during term time if they consider there to be '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.

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 as soon as it is anticipated and, where possible, at least a week before the absence, and in accordance with any leave of absence request form, accessible via the link below:

[St Cuthbert Mayne School ABSENCE REQUEST IN EXCEPTIONAL CIRCUMSTANCES FORM](#)

The Headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- Family bereavement or where an immediate family member has entered end of life care
- 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
- Seeing a parent who is on leave from the armed forces

Absences from school that **will not be authorised**, include:

- Holidays in term time
- Birthdays
- Shopping
- Attending a music festival or concert
- Looking after family members
- Visiting relatives

The law does not grant parents / carers an automatic right to take their children out of school during term time. If the request is for an absence in term time you must have Parental Responsibility and be the parent / carer with whom the child normally lives. Permission must be sought in advance. If the circumstances relating to this request are considered exceptional and the absence is authorised by the school, the authorising of the absences will be conditional on the child(ren) attending satisfactorily up to the date covered by this request.

If the school refuses your request and the child is still taken out of school, this will be recorded as an unauthorised absence. A significant amount of unauthorised absence may make you liable to a Penalty Notice for each child, payable by each parent, charged at £160 if paid within 28 days; reduced to £80 if paid within 21 days.

## 7.2 Legal Sanctions

Where supportive interventions fail to secure regular attendance and unauthorised absences continue to accrue, the school or Local Authority may consider formal legal action under the statutory **National Framework for Penalty Notices**.

**Support-First Principle:** In line with DfE statutory guidance, legal sanctions are considered a measure of last resort. Before any notice is issued, the school will make reasonable efforts to offer targeted support, including attendance contracts or multi-agency early help frameworks.

### National Threshold for Penalty Notices

A Penalty Notice will be considered when a student reaches the national threshold of **10 sessions (equivalent to 5 school days) of unauthorised absence within a rolling period of 10 school weeks**. These 10 sessions can be made up of:

- Unauthorised term-time leave (holidays during term time).
- Unauthorised lateness after the register has closed (Code U).
- General unauthorised absences (Code O).
- Where a suspended / excluded pupil is found in a public place during school hours without a justifiable reason

If a Penalty Notice is issued, the following financial penalties and rules apply under national regulations:

- **First Offence:** The penalty notice is charged at **£160 per parent, per child** if paid within 28 days, reduced to **£80 per parent, per child** if paid within 21 days.
- **Second Offence (within a 3-year rolling period):** If a second penalty notice is issued to the same parent for the same child within a 3-year period, the fine is set at a flat rate of **£160 per parent, per child**, payable within 28 days (with no reduced rate available).
- **Third Offence / Escalation (within a 3-year rolling period):** A third penalty notice **will not be issued** to the same parent for the same child within 3 years. Instead, the matter will automatically escalate to direct prosecution by the Local Authority under **Section 444 of the Education Act 1996**.

### Legal Proceedings

Failure to pay a Penalty Notice within 28 days will result in the Local Authority initiating court proceedings under **Section 444(1)** or **Section 444(1A)** of the Education Act 1996:

- **Section 444(1):** Fine of up to **£1,000** per parent, per child.
- **Section 444(1A):** Fine of up to **£2,500** per parent, per child, and/or a sentence of imprisonment for up to **3 months**.

## **8. Strategies for Promoting Excellent Attendance to School**

### **8.1 Rewards for good attendance**

At St. Cuthbert Mayne School, we actively look for ways to recognise students who have good attendance. Our Student Council members are involved in shaping the way we celebrate good attendance.

We celebrate good attendance in a variety of different ways. These include:

- Class Charts driven student recognition
- Year Group Attendance Lotteries
- Half termly year group based R2L attendance celebrations
- Attendance celebration postcards
- Attendance certificates
- Hot chocolate with the Headteacher
- Celebration of Achievement Evening

## **9. Attendance Monitoring**

### **9.1 Monitoring Attendance**

The school will:

- Monitor attendance and absence data on a fortnightly basis, half termly, termly and yearly across the school and at an individual student level
- Identify particular groups of students / individual students, 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.

### **9.2 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

### **9.3 Using data to improve attendance**

The school will:

- Provide regular attendance reports to the Heads of Year, Pastoral 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

### **9.4 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.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Send a structured escalated lettered system to inform parents of their child's falling attendance
- Complete attendance based phone calls to discuss and remove barriers to attendance
- 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
- Complete home visits to resolve challenges/encourage student(s) to return to school
- Provide access to wider support services to remove the barriers to attendance

## **10. Monitoring Arrangements**

This policy will be reviewed as guidance from the local authority / DfE, is updated, and as a minimum, once per year, by Mr. C Horrocks (Assistant Headteacher). 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 and Relationship policy

## **Appendices**

### **Appendix 1: Challenging and supporting staff to meet their responsibilities for the completion and accuracy of school registers**

The Headteacher is responsible for ensuring that the school complies with section 434 of the Education Act 1996 and that an accurate attendance register is kept in accordance with the regulations. It is acknowledged that a staff member who contravenes or fails to comply with any requirement imposed on them by the regulations is guilty of an offence.

The school will robustly support and challenge staff who fail to complete an accurate attendance register.

N.B: Completion of registers: this includes the directive agreed by the Governing Body that registers will be completed within the first 10 minutes of every lesson.

| <b>Stage</b>                                   | <b>Action</b>                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| First instance of non-completion / inaccuracy  | Reminder: Register incomplete<br><br>Alert sent by email from the Attendance Administrator<br><br>The incident is logged and dated on the register tracker                                                                                                                                                                                                                             |
| Second instance of non-completion / inaccuracy | Formal Reminder<br><br>Alert sent by email from the Attendance Administrator directly to the member of staff<br><br>The Line Manager will complete a conversation with the member of staff with view of removing any barrier that exist<br><br>The incident is logged and dated on the register tracker. Line manager to confirm when the meeting has taken place                      |
| Third instance of non-completion / inaccuracy  | Formal concern<br><br>Alert sent by email from the Attendance Administrator directly to the member of staff<br><br>The Attendance Improvement Officer will arrange to meet with the member of staff with view of removing any barriers that exist<br><br>JPD needs will be identified<br><br>Incident logged, feedback recorded (+ JPD plans agreed) and dated on the register tracker |
| Fourth instance of non-completion / inaccuracy | Escalation notice                                                                                                                                                                                                                                                                                                                                                                      |

|                                               |                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                               | <p>Alert sent by email from the Attendance Administrator directly to the member of staff</p> <p>Meeting with the Attendance Lead. Staff member informed of legal requirements</p> <p>JPD needs will be identified and discussed in greater detail</p> <p>Incident logged, feedback recorded (+ JPD plans agreed) and dated on the register tracker</p> |
| Fifth instance of non-completion / inaccuracy | <p>Escalation concern</p> <p>Alert sent by email from the Attendance Administrator directly to the member of staff</p> <p>Formal Meeting with the Headteacher</p> <p>Disciplinary action may be taken</p>                                                                                                                                              |

## Appendix 2: Attendance codes

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

| Attending the school                                             |                                                                                  |
|------------------------------------------------------------------|----------------------------------------------------------------------------------|
| /                                                                | Present at the school = morning session                                          |
| \                                                                | Present at the school = afternoon session                                        |
| L                                                                | Late arrival before the register is closed                                       |
| B                                                                | Attending any other approved educational activity                                |
| D                                                                | Dual registered at another school                                                |
| K                                                                | Attending education provision arranged by the local authority                    |
| P                                                                | Participating in a sporting activity                                             |
| V                                                                | Attending an educational visit or trip                                           |
| W                                                                | Attending work experience                                                        |
| Absent - Authorised absence - Leave of absence granted by school |                                                                                  |
| C                                                                | Leave of absence for exceptional circumstances                                   |
| C1                                                               | Leave of absence for regulated performance or employment abroad                  |
| C2                                                               | Compulsory school-age pupil on an agreed time-limited part-time timetable        |
| J1                                                               | Leave of absence to attend an interview (employment or higher/further education) |
| M                                                                | Medical or dental appointment                                                    |
| S                                                                | Leave of absence to study for a public examination                               |
| X                                                                | Non-compulsory school-age pupil not required to attend                           |
| Absent - Authorised absence - other circumstances                |                                                                                  |
| E                                                                | Suspended or permanently excluded (and no alternative provision in place)        |
| I                                                                | Illness (physical or mental health related, excluding medical appointments)      |

|                                                            |                                                                                   |
|------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>R</b>                                                   | Religious observance (day exclusively set apart by parent's religious body)       |
| <b>T</b>                                                   | Parent travelling for occupational purposes (mobile/traveller families)           |
| <b>Absent – Unable to attend due to unavoidable causes</b> |                                                                                   |
| <b>Q</b>                                                   | Unable to attend due to lack of access arrangements (LA transport failure)        |
| <b>Y1</b>                                                  | Unable to attend due to transport normally provided not being available           |
| <b>Y2</b>                                                  | Unable to attend due to widespread disruption to travel                           |
| <b>Y3</b>                                                  | Unable to attend due to part of the school premises being closed                  |
| <b>Y4</b>                                                  | Unable to attend due to whole school site being unexpectedly closed               |
| <b>Y5</b>                                                  | Unable to attend as pupil is in criminal justice detention                        |
| <b>Y6</b>                                                  | Unable to attend in accordance with public health guidance or law                 |
| <b>Y7</b>                                                  | Unable to attend because of any other unavoidable cause                           |
| <b>Absent – Unauthorised absence</b>                       |                                                                                   |
| <b>G</b>                                                   | Holiday taken during term time not authorised by the school                       |
| <b>N</b>                                                   | Reason for absence not yet established                                            |
| <b>O</b>                                                   | Absent in other or unknown circumstances / reason provided not accepted by school |
| <b>U</b>                                                   | Arrived in school <b>after</b> the official registration period closed            |
| <b>Administrative Codes</b>                                |                                                                                   |
| <b>Z</b>                                                   | Pupil not yet on the admissions register (pre-entry marking)                      |
| <b>#</b>                                                   | Planned school closure (e.g., bank holidays, INSET days, school holidays)         |

### **Appendix 3: Class Charts Guide for Parents**

Class Charts is a multi-faceted platform which allows parents to retain an oversight of how their child(ren) is performing at secondary school.

**Please find below how to sign-up to use the Class Charts Parents app:**

1. Download the Class Charts app from the App Store or Google Play Store
2. Select Sign up from the main page and fill in the form provided. Enter your parent access code\* into the Access code field. Please note: Your Access Code is not the same as your password
3. Click on the Sign up button below the form
4. Confirm the pupil's date of birth when prompted. Click on the Date of Birth field and use the date picker to enter the correct date
5. A confirmation message will appear, indicating that the sign up process is complete. Verify your email address to continue

**Please find below how to report a pupil absence using the Class Charts Parents app:**

6. Navigate to the Absences section within the app.
7. Select the date and reason for your child's absence from the dropdown menu.
8. Click "Submit" to notify the school of the absence.

\*should you not have your parent access code, this can be obtained through your child's Pastoral Support officer.

Please find here a link to the Class Charts: Getting started with Parent accounts guide, which contains an info-graphic on page 14, which details actions 6 - 8:

[https://pages.classcharts.com/wp-content/uploads/Class\\_Charts\\_for\\_parents\\_guide.pdf](https://pages.classcharts.com/wp-content/uploads/Class_Charts_for_parents_guide.pdf)

#### Appendix 4: Attendance Visual

|                      |                    |                 |                                                                                                     |                                                                                                                             |
|----------------------|--------------------|-----------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Excellent Attendance | 190 days in school | 100% Attendance |                                                                                                     | Provides children with the best possible opportunity for success, achieve their potential and meet all their targets        |
|                      | 180 days in school | 95% Attendance  | 10 days missed                                                                                      |                                                                                                                             |
| Persistence Absence  | 171 days in school | 90% Attendance  | 19 days missed (almost four weeks of school missed)                                                 | Provides children will less chance to achieve their potential, meet their targets and make the most of their time at school |
|                      | 161 days in school | 85% Attendance  | 29 days missed (that's about half a term missed)                                                    |                                                                                                                             |
|                      | 152 days in school | 80% Attendance  | 38 days missed (that's 8 weeks of school missed)                                                    | Provides children with a reduced chance to achieve their potential, meet their targets and achieve in their examinations    |
|                      | 143 days in school | 75% Attendance  | 47 days of absence (almost 10 weeks of school missed; approximately one quarter of the school year) |                                                                                                                             |
| Severe Absence       | 95 days in school  | 50% attendance  | 95 days of absence (this is the same as missing 3 half terms)                                       | Provides children with a limited chance to achieve their potential                                                          |