



THE **CORBET** SCHOOL

# **ATTENDANCE POLICY**

READY

RESPECTFUL

RESPONSIBLE

Spring Term 2026

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## 1. Introduction

At The Corbet school we recognise that positive behaviour and good school attendance are essential for students to get the most out of their school experience, including their attainment, wellbeing and wider life chances. Missing out on lessons leaves children vulnerable to falling behind and can put them at risk of wider harm. There is a [wide range of evidence](#) as to the health and wellbeing benefits of school-age education.

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called "[Working together to improve school attendance](#)" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance including the importance of understanding the potential vulnerabilities of children who are missing education or absent from school.

This policy is written with the above guidance in mind and underpins our school ethos to:

- Work with families to identify the reasons for poor attendance and try to resolve any difficulties at the earliest opportunity.
- Promote children's welfare and safeguarding.
- Ensure every student has access to the suitable, full-time education to which they are entitled.
- Ensure that students succeed whilst at school.
- Ensure that students have access to the widest possible range of opportunities at school, and when they leave school.

Our policy outlines the school's commitment to attendance.

Our policy **aims** to provide clear guidance to all staff, parents & carers, students and governors/trustees about the responsibilities and the procedures in place to promote and monitor student attendance.

Our policy aims to raise and maintain levels of attendance by:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting a positive and welcoming atmosphere in which students feel safe, secure, and valued
- Raising and maintaining a whole school awareness of the importance of good attendance and punctuality
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

The Corbet School recognises that attendance is a critical factor in student success. It therefore aims to achieve significantly improved attendance levels and to increase

the number of students with greater than 96% attendance each year, whilst recognising that the attendance of SEND students is complex and multifaceted. For our students to gain the greatest benefit from their education it is vital that they attend regularly and on time, every day the school is open unless the reason for the absence is unavoidable.

We recognise that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement.

## 2.Promoting Regular Attendance

At The Corbet school we believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our students from the outset. It is a central part of our school's vision, values, ethos, and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

Improving school attendance is everyone's business, it is a shared responsibility by governors/trustees, all school staff, parents, students, and the wider school community. Helping to create a pattern of regular attendance is the responsibility of parents, students and all members of school staff.

To help us all to focus on this, we will:

- Build strong relationships and work jointly with families.
- Give parents/carers information about attendance in our newsletters.
- Promote the benefits of high attendance.
- Accurately complete admission and attendance registers and have effective day-to-day processes in place to follow-up absence as required by law.
- Celebrate excellent attendance by displaying and reporting individual and year group achievements.
- Reward good or improving attendance.
- Report to parents/carers on their child's attendance and the impact on their progress.
- Contact parents/carers should their child's attendance becomes a cause for concern.

## 3. Roles and Responsibilities

### The Role of Students

- Attend every timetabled session, on time.
- To be in school **before** 8.45am.
- Talk to an adult in school if they find attending school/being punctual a challenge.
- Be responsible for catching up with any missed work when they have been off school.

## The Role of Parents

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

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

Parents are expected to:

- To ensure that their child attends school daily and on time.
- Provide the school with more than 1 emergency contact number for their child.
- To support their child to have good attendance, by making medical and dental appointments out of school time, as far as possible.
- To contact the school before **9.10am** to explain any absence (and each subsequent day of absence) and advise when they are expected to return.
- To refrain from taking holidays during term time.
- To inform the Headteacher at least 3 weeks in advance of any exceptional circumstance which requires absence during term time.
- Support their child with catching up on any missed work when they have been off school.

## The law and parental responsibility

*It is the legal responsibility of every parent to make sure their child receives an education at school or by education otherwise than at 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.*

*Department for Education – [Working together to improve school attendance \(applies from 19 August 2024\)](https://publishing.service.gov.uk) ([publishing.service.gov.uk](https://publishing.service.gov.uk))*

## The Role of the Form Tutor

- Support The Corbet School in giving attendance a high profile.
- To accurately mark the register during morning registration daily at 08.50am
- To monitor attendance and punctuality of students in the Form.
- Sanction student lateness where no reasonable excuse is given.
- To discuss attendance issues / concerns with students in their Form.
- Ensure that students who have been absent are made to feel welcome on their return.
- Ensure that students who have been absent for a length of time for whatever reason are supported to catch up with missed work.

- To coordinate tutor group communication with students who are unable to attend long term.
- To consult with the Head of Year with any attendance concerns.
- To role model attendance and punctuality.

### **The Role of the Subject Teacher**

- To take the register accurately every lesson.
- To mark a register each lesson within the first 10 minutes of the lesson starting.
- To inform the attendance administrator of any student missing from the lesson by marking them absent on the SIMS register.
- To update the register if a student arrives late to the lesson.
- Sanction student lateness where no reasonable excuse is given.
- Give attendance a high profile by praising students with high attendance and relating this to attainment.
- Ensure that the classroom continues to be a safe environment where plans are made to meet individual student needs and lessons continue to be as relevant and stimulating as possible.
- Set work for students who are absent for a prolonged period.
- Ensure that students who have been absent are made to feel welcome on their return.
- Ensure that systems are in place so that work missed can be easily made up.
- To inform their Head of Department of any attendance concerns that are affecting a child's progress.
- To role model attendance and punctuality.

### **The Role of the Attendance administrator/ office staff**

- Take calls/ messages from parents/carers about absence on a day-to-day basis and record it on the school system (SIMS).
- Transfer calls from parents/carers to the Head of Year or member of Senior Leadership Team to provide them with more detailed support on attendance.
- To ensure registers are coded accurately and follow up with any staff who have not taken their register.
- To share the first day of absence list with the Heads of Year & Senior Leadership Team in a timely manner.
- To message home on a student's first day of absence if this is not previously explained.
- To ring home on a student's first day of absence if there has been no response from the initial message.
- To share absence concerns with the relevant Heads of Year & Senior Leaders.
- To consult regularly with the Assistant Head responsible for attendance, to discuss attendance issues.
- To process leave of absence requests made by parents/carers.

School Attendance Administrator	Mrs J Edwards	<a href="mailto:Absence@corbetschool.net">Absence@corbetschool.net</a>
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## **The Role of the Heads of Year**

- To review attendance of their year group weekly.
- Direct tutors to contact students and families where appropriate
- To meet weekly with the Assistant Head to discuss any required actions of those students who are at risk of becoming persistently absent.
- Monitor for internal truancy & Lateness. Look for patterns of absence and consider the impact of the curriculum upon attendance alongside other potential causes.
- To ensure emails, letters, phone calls or meetings are made with parents where there are attendance concerns.
- To organise and oversee pastoral and academic support for students who have been on long term absence.
- To attend any necessary legal meetings with regard to attendance.
- Ensure that attendance is regularly discussed in Year Group meetings, Assemblies, and that students with high levels of and/or improved attendance are praised/ rewarded.
- To role model attendance and punctuality.

## **The Role of the Assistant Heads of Key Stage 3 & 4**

- To review weekly attendance.
- To monitor Persistent Absence & Severe Absence alongside the Education Welfare Officer.
- Analyse attendance data to ensure that students with low attendance are detected early and appropriate action is taken.
- Ensure that students on long term absence/exclusion access the curriculum and are supported on their return.
- To support the Head of Year with attendance concerns.
- To ensure appropriate action is taken to address attendance concerns.
- Having an oversight of data analysis.
- Devising specific strategies to address areas of poor attendance identified through data.
- Building relationships with parents/carers to discuss and tackle attendance issues.
- Creating intervention plans in partnership with parents/carers.
- Delivering targeted intervention and support to students and families.
- Inform the LA of CME, EHE and students being deleted from the admissions register.
- Communicate with students and parents regarding attendance.
- To role model attendance and punctuality.

Assistant Head KS3	Mrs Simms	<a href="mailto:mrssimms@corbetschool.net">mrssimms@corbetschool.net</a>
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## The Role of the Designated Attendance Lead (Attendance Champion)

- Leading attendance across the school.
- Offering a clear vision for attendance improvement.
- Evaluating and monitoring expectations and processes.
- Monitor attendance data and identifying trends (including for vulnerable groups and individual students).
- Develop, implement, and review any action plans to address areas of development/improving attendance.
- To role model attendance and punctuality.

Assistant Head KS4 & Designated Attendance Lead	Mr M Hartshorn	<a href="mailto:mrhartshorn@corbetschool.net">mrhartshorn@corbetschool.net</a>
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## The Role of The Headteacher

- Developing and monitoring policies that create an environment in which all students feel valued and safe and in which they are encouraged and able to achieve success.
- Meeting with the trustees and reporting on attendance figures.
- Giving attendance a high profile with students, staff, and parents/carers.
- Identifying clear roles and responsibilities and ensuring that staff have the time and resources to fulfil them.
- Ensure that parents are aware of their legal duty to ensure that their child attends school regularly.
- Issuing fixed-penalty notices, where necessary, and/or authorising the Assistant Heads to be able to do so.

## The Role of The Board of Trustees

- Ensure implementation of this policy.
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register and shares the required information with the DfE and local authority.
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most.
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance

- That absence is almost always a symptom of wider issues.
- The school's legal requirements for keeping registers.
- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners, and keeping them informed regarding specific pupils, where appropriate
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources.
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data.

## 4. Our Attendance Procedures

### 4.1 Register Keeping and Recording

The School Attendance (Student Registration) (England) Regulations 2024, require schools to take an attendance register twice a day, once at the start of the morning session and then again during the afternoon session. The register must record whether the student was:

- Present
- Present at approved educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See appendix 1 for the DfE attendance codes.

### 4.2 Lateness and Punctuality

Poor punctuality is not acceptable and can lead to irregular school attendance patterns. Students who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their form tutor or class teacher.

#### Morning registration

At The Corbet School, the students' day starts with **morning registration** and students are expected to be in school in before for the start time of **8.45am**

- Students are not permitted to leave the school site once they have arrived in school.
- The bell is rung at 8.45am and students are expected to move promptly to their Tutor rooms or assembly area.
- The students register will be taken by tutors no later than **8.50am** with the register **officially closing at 9.20am**.
- The student entrance **gates will close at 8.50am**.
- All students arriving after this time are required to report to the main reception, where they will be expected to sign in and provide a reason for their absence.
- If their arrival is before **9.20am** it will be recorded as late - L code (Late before the close of register).
- All students arriving on or after this time will be marked as having an unauthorised absence for the morning session - U code (Late after the close of register). This is categorised as an unauthorised absence for the session.

Persistent unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent lateness record, you may be asked to meet with their Head of Year, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our students and, as a school, we celebrate individual punctuality.

### Afternoon registration

**Afternoon registration** takes place during the start of period 5 when the bell sounds at **2.15pm**.

- Students are expected to move promptly to their period 5 rooms.
- The students register will be taken by teachers no later than **2.20pm** with the register officially closing at **2.40pm**.
- If their arrival is before 2.40pm it will be recorded as late - L code (Late before the close of register).
- All students arriving on or after this time will be marked as having an unauthorised absence for the afternoon session - U code (Late after the close of register). This is categorised as an unauthorised absence for the session.

### Sanctions for lateness

Students who **arrive after 8.50am** may receive a 20 mins Head of Year lunch-time detention on the same day set by their tutor, unless their parents have contacted the school with a good reason for late arrival.

Failure to attend a 20-mins lunch-time detention will result in being spoken to by the Head of Year who will issue a Head of Year lunch-time detention which will last 40 mins.

Class teachers are expected to sanction student lateness to lessons where no reasonable excuse is given.

### 4.3 Expected absence procedure for parents:

A parent has a legal responsibility to ensure that their child attends school regularly. If a child is unavoidably absent from school parents are expected to contact school on the first day of absence and on each subsequent day, identifying the reason for absence and the expected date of return. If no contact is received, then absence protocols will be instigated.

#### If a child is absent from school the parent must follow these procedures:

- Contact school on the morning of the first day of absence and on each subsequent day **before 9:10am** using the contact details below:

Ring our absence line on [01939 262004](tel:01939262004) and leave a message.

or

email student absence on  
[absence@corbetschool.net](mailto:absence@corbetschool.net)

- Parents should identify the reason for absence and the expected date of return.
- If you have requested a call back regarding an absence, your message will be forwarded to the most appropriate member of staff for their attention.
- Contact the school on every further day of absence again **before 9:10am**
- Ensure that your child returns to school as soon as possible.

#### Following up unexplained absence

If your child is absent, the school will initiate the following actions. The first day calling procedures will be activated for all students who are not in school after the close of register at **9:20am** and where no reason for absence is known.

We will:

- text and or telephone you on the first, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us.
- If we are unable to make contact with parents by telephone, we will telephone emergency contact numbers, send emails home. If our staff cannot reach any of the student's emergency contacts, we may refer to the Educational Welfare Officer, Welfare Services or the Police if concerns are highlighted due to absence.
- Where a pupil's absence is unexplained, unauthorised, or gives rise to a safeguarding concern, the school will take appropriate steps to establish the child's safety and wellbeing. This may include telephone contact, TEAMS meeting or a home visit by the Education Welfare Officer. Where contact cannot be made and concerns remain, the school may refer to the Local

Authority as a potential child missing education case. For pupils who have a social worker, unexplained absences will be reported in line with statutory safeguarding requirements.

## 5 Understanding Types of Absence

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any student's absence or late arrival also disrupts teaching routines and may affect the learning of other students. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Every half-day absence from school must be classified by the school (not by the parent), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session.' Absence will not be authorised unless parents have provided a satisfactory explanation, and it is accepted as such by the school. The decision to authorise absences is at the discretion of the Headteacher.

For the purpose of this policy, the school defines:

"Absence" as:

- Arrival at school after the register has closed
- Not attending school for any reason

"Regular" attendance as:

- Attendance at every session the school is open to students unless their absence has been authorised

**Authorised absences** are morning or afternoon sessions away from school for a genuine reason such as:

- An absence for illness (including mental-health illness) for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave.
- An absence due to a family emergency or unavoidable cause.
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)
- Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):
- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable

- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

**Unauthorised absences** are those which the school does not consider reasonable and for which no 'leave' has been granted such as:

- Parents keeping children off school unnecessarily or without reason e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn.
- Absences which have never been properly explained.
- Arrival at school after the register has closed.
- Shopping, looking after other children or birthdays.
- Day trips and holidays taken during term-time, not deemed 'for exceptional purposes' by the headteacher, including any arranged by other family members or friends.
- Leaving school for no reason during the day.
- Any other absence in term time which has not been agreed.

This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

## 5.1 Persistent and Severe Absence

A student is defined by the Government as a '**persistent absentee**' (**PA**) when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Over a full academic year this would be 19 school days (38 sessions) missed. Absence at this level will cause considerable damage to any student's education and we need the full support and co-operation of parents to resolve this.

A student who has missed 50% or more schooling is defined by the Government as '**severely absent**' (**SA**). Students within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

The attendance of all students at our school is monitored to identify children who are PA, or are on track to becoming PA. Where emerging concerns are identified we will instigate appropriate and timely interventions as outlined in our policy. Referrals may also be made to external agencies for targeted support.

If parents fail to engage with support and their child continues to have unsatisfactory attendance/ punctuality, a request may be made to the Local Authority to pursue legal proceedings either through a penalty notice for parentally condoned absence, consideration of an Education Supervision Order or prosecution in the Magistrates' Court.

Parents found guilty in a Magistrates' Court of failing to secure their child's regular attendance at school under the provisions of the Education Act 1996, will receive a criminal record and a maximum penalty of a £1000 fine under a Section 444 (1) offence or a £2500 fine or up to a 3-month prison sentence, under a Section 444 (1a) offence.

## 5.2 Leave of Absence

At The Corbet School, we believe that leave of absence during term time should be avoided as it can have a damaging effect on a student's education and overall achievement. However, it is recognised that on occasions there may be extenuating or compassionate reasons that justify such leave. The Education (Student Registration) (England) Amendment Regulations 2013 state that head teachers may not grant any leave of absence during term time unless there are exceptional circumstances. The headteacher will determine the number of school days a child can be away from school if the leave is granted.

**Parents do not have the right of appeal if a request for a leave of absence is declined, the headteacher's decision is final.**

Where leave of absence is NOT authorised and parents decide to take students out of school despite the school's decision, absence will be recorded as unauthorised and may be subject to a fixed penalty notice (a fine).

Parents wishing to apply for leave of absence during term time must apply by completing a request for student Leave of Absence [NEW-LATT-Letter-2025.pdf](#) to the Headteacher at least 3 weeks before the planned leave. If a written request for leave of absence is not completed and the leave is taken without a request being submitted, it will be marked as unauthorised. Retrospective requests will not be considered and will also result in the absence being categorised as unauthorised. In such cases the school may make a referral to the Local Authority to request that a penalty notice fine is issued or consider prosecution.

When absence is granted by the Headteacher, the parents will need to agree a date of return. If a student fails to return on the expected date and contact is not received from, or made with the parents, school will seek advice from the Local Authority. This could result in possible children missing from education procedures being instigated.

Schools are under no obligation to provide work for students who are absent from school, unless parents/carers have received a licence from the LA for their child to take part in theatre events as part of a professional organisation.

## 5.3 Medical Appointments and absence due to illness

Parents should try to make appointments outside of school hours wherever possible. Where appointments during school time are unavoidable, we ask that parent notifies the school in advance of the appointment wherever possible. The student should only be out of school for the minimum amount of time necessary for the appointment. In most circumstances, a child should not miss a whole day at school for an appointment. If a student must attend a medical appointment during the school day, they must sign out at reception. No student will be allowed to leave the school site without parental confirmation.

In most cases, absences for mental or physical ill health which are reported following the school's absence reporting procedures will be authorised without the need for parents to supply medical evidence. In line with Department for Education guidance, if we do have a genuine concern about the authenticity of the illness, we will speak to parents/carers regarding our concerns and look at what support can be put in place to ensure their child's regular attendance at school. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.

If parents are unsure about sending their child to school due to illness, they should consult the NHS website for advice. [Is my child too ill for school? - NHS](#)

Where a child has an emerging pattern of non-attendance, we will discuss the reasons for absence with the child's parent/carer. We will contact parents or invite them to attend a school-led Attendance Support meeting as an appropriate early intervention strategy. As part of this support, we may seek consent from parents and the student as appropriate to make a referral to the school nurse team and/or to liaise with the child's healthcare professional.

The Corbet School recognises that students' additional needs may include significant health concerns and involve regular or unexpected medical support e.g. admission to hospital or attendance at specialist clinics. Where a student has a verified and chronic health condition, we will aim to work with parents to ensure children have access to education and provide appropriate support in line with [Supporting Students with medical conditions at school](#).

## 5.4 Student Absence for the purposes of Religious Observance

The Corbet school acknowledges the multi-faith nature of British society and recognises that, on some occasions, religious festivals may fall outside school holiday periods or weekends and is recognised as such by a relevant religious authority. Where this occurs, the school will consider either authorising the student absence or making special leave for religious observance. Parents are requested to give advance notice to the school.

## 5.5 Gypsy, Roma and Traveller Students

Gypsy, Roma and Traveller (GRT) students are among the lowest achieving groups of students at every key stage in education, although some GRT students achieve very well at school. We recognise that there are many complex and interwoven factors that may influence the educational attainment of GRT students. At our school, we have high expectations of all students, regardless of their background whilst recognising the lifestyle and cultural traditions of GRT communities. In line with The Education Act 1996, Section 444(6) the school will authorise the absence of a student who is a mobile child<sup>1</sup> and is unable to attend school because:

- the parent is engaged in a trade or business of such a nature as to require him to travel from place to place,

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<sup>1</sup> A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place.

- that the child has attended at a school as a registered student as regularly as the nature of that trade or business permits, and
- if the child has attained the age of six, that he has made at least 200 attendances during the period of 12 months ending with the date on which the proceedings were instituted

This provision applies *only* when the family has no fixed abode and are engaged in a trade or business that requires them to travel and when the child is attending school as regularly as that trade permits. In these circumstances, parents have a duty to ensure that their children are receiving suitable education when not at school.

When a family is trading or otherwise conducting their business in or around North Shropshire, if a family can reasonably travel back to their base school (see below) then the expectation is that their child will attend full-time. The Corbet school will be regarded as the base school if it is the school where the child normally attends when he or she is not travelling. However, the student must have attended The Corbet school in the last 18 months. Parents can register their children at other schools temporarily while away from their base school; in such cases, the student's school place at The Corbet school will be kept open for them whilst travelling. This is to protect them from unfairly losing their place at their school of usual attendance.

To ensure we can effectively support all our students, we ask that parents:

- Advise the school of their forthcoming travelling patterns as soon as these are known and before they happen; and
- Inform the school regarding proposed return dates.

## 6. Support Systems & Interventions

At The Corbet School we recognise that poor attendance can be due to mental or physical ill health or their SEND. It can also be an indication of difficulties in a family's life. This may be related to problems at home and or in school. Parents are encouraged to inform school of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement, divorce/separation, emerging health concerns. This will help the school identify any additional support that may be required. Appendix 2 shows how school and parents can work together to improve attendance.

We also recognise that some students are more likely to require additional support to attain good attendance. The school will implement a range of strategies to support improved attendance based on the individual needs and circumstances of the child.

Some of the strategies we may use to support you include:

- Tutor check ins/ meetings with students to discuss any pattern of absence in the early stages of attendance decline.
- Use of questionnaires and EBSA /ESRA guidance and activities with students.

- Ring and or write to you if your child's attendance is causing a concern and/or where punctuality is a concern.
- Arrange meetings so that you may discuss the situation with a member of staff.
- Use of the schools Wellbeing room to support pupils to attend more and phase back into lessons.
- Create a personalised plans including adjustments to curriculum to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child.
- Offer signposting support to other agencies or services such as Early Help.
- Refer the matter to an external agency for multi-agency support, or consult with Children's Services or the police, where there are safeguarding concerns.
- Refer to the Local Authority for joint enquiries to be made to establish the whereabouts of the child through Children Missing Education (CME) procedures.
- Where all other avenues have been exhausted and support is not working or not being engaged with, attendance may be enforced through statutory intervention or prosecution to protect the pupil's right to an education. This might include working with the Education Welfare Service to issue a Fixed Penalty Notice or initiate court proceedings.

To plan the correct support, we will invite parents and students to attend a meeting to discuss the concerns and devise a plan to support the child's regular attendance. Support offered to families will be child-centred and planned in discussion and agreement with both parents and students.

## **6.1 Part-time timetables**

All schools have a statutory duty to provide full-time education for all students and we are committed to every child's right to a suitable, full-time education offer. In very exceptional circumstances, we may decide to implement a temporary, reduced timetable where a student's individual needs indicate they cannot currently access a full-time education, and it would not be in their best interest to do so. We will not use a part-time timetable to manage a student's behaviour. A part-time timetable will not be treated as a long-term solution and will have a time limit by which point the student is expected to attend full-time. We will never put a part-time timetable in place without written agreement from parent/carer and/or other professionals working with the family as appropriate. This intervention will only be used as part of a package of support for the student where it is safe to do so; it will be reviewed regularly in partnership with the child, parent and any other relevant professionals working with the family.

In line with Shropshire County Council [guidance](#), we will notify the Education Access Service of all part-time timetables as soon as a plan has been agreed.

## 7. Attendance monitoring

The school will:

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

Student-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average and share this with the trustees.

### 7.1 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.
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence.
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.

### 7.2 Using data to improve attendance.

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups, or cohorts that it has identified via data analysis.
- Provide regular attendance reports to form tutors, and other school staff, to facilitate discussions with students and families.
- Use data to monitor and evaluate the impact of any interventions put in place to modify them and inform future strategies.

### 7.3 Reducing persistent and severe absence.

**Persistent absence** is where a student **misses 10%** (19 School days) or more of school, and **severe absence** is where a student **misses 50%** (95 school days) 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
- Regularly contact parents/carers 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.
  - 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.
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant.
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence.

#### **7.4 Promoting the Importance of Attendance and Reward Systems**

The school promotes the importance of school attendance through student assemblies, staff training and through communication with parents. The school will regularly inform parents about their child's attendance and absence levels via interim and written reports.

Students are rewarded for their achieving 100% attendance, above 97% attendance and improving attendance.

##### **Weekly rewards**

- Weekly house points if students have attended for the full week and received no sanctions.

##### **Half-termly rewards**

Specific badges on Satchel are issued for achieving:

- 100% Attendance
- Above 97% Attendance
- Improving Attendance

## **8. School Attendance and The Law**

The School Attendance (Student Registration) (England) Regulations 2024 introduced a National Framework in England. By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parents may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or

young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

## 8.1 National Framework for Penalty Notices

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10-school week period can span different terms, school years or education settings.

Sanctions may include issuing each parent (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the **first offence**). A **second** Penalty Notice issued within a three-year period will result in a fine of £160 per parent, per child. 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 pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

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

### Notices to improve

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

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

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with

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

**There is no entitlement in law for students to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours.** In addition, the Supreme Court has ruled that the definition of regular school attendance is “in accordance with the rules prescribed by the school.”

We will work with parents and the Local Authority to ensure that parents are supported to secure education for children of compulsory school age. Where required, we will formalise support and where necessary, work with the LA to use legal measures.

## 9. Deletions from the Register

At The Corbet School we will add and will only delete students from our school roll in line with the Student Registration Regulations. In most circumstances, we will know in advance about students leaving our school; this will be planned and discussed with the parent in advance of the student leaving. At The Corbet School we will always work with families to gain information about the student's next school and/or address before the student leaves.

We follow Shropshire County Council's **Child Missing Education** procedures and will inform the Children Missing Education Team of all removals from our school roll no later than the date the child is removed in line with statutory responsibilities.

If a child is removed from roll to **home educate**, we can only de-register the child if we receive, in writing, the parent's intention to educate their child other than at school. The student will be de-registered on receipt of such a letter and Shropshire County Council will be informed of the removal from roll as outlined above.

The Corbet School will follow Shropshire County Council's Children Missing Education procedures when a student's whereabouts is unknown, the school will carry out joint enquiries with Shropshire County Council to establish the whereabouts of the child.

## 10. Links with other policies

To underpin the values and ethos of our school and our intent to ensure that students at our school attend school regularly and reach their full potential the following policies are integral to this approach:

- Behaviour Policy
- Anti-Bullying Policy
- Suspension and Permanent Exclusion Policy
- Child protection and safeguarding policy
- Special Education Needs and Disabilities Policy

## 11. Legislation and guidance

This policy meets the requirements of the [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 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 Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)

[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

[School census guidance](#)

[Keeping Children Safe in Education](#)

[Mental health issues affecting a pupil's attendance: guidance for schools](#)

[Equality Act 2010](#) and the [UN Convention on the Rights of the Child](#).

## 12. Appendices

The following pages contain appendices relevant to this 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

<b>Attending a place other than the school</b>		
<b>K</b>	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
<b>V</b>	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
<b>P</b>	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
<b>W</b>	Attending work experience	Pupil is on an approved work experience placement
<b>B</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
<b>D</b>	Dual registered	Pupil is attending a session at another setting where they are also registered
<b>Absent – leave of absence</b>		
<b>C1</b>	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment
<b>J1</b>	Interview	Pupil has an interview with a prospective employer/educational establishment
<b>S</b>	Study leave	Pupil has been granted leave of absence to study for a public examination
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		

<b>T</b>	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
<b>Y1</b>	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes

<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

## Appendix: 2 Working together to improve attendance

### Working together to improve attendance

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively in partnership with, not against families. All partners should work together to:

#### **Expect**

Aspire to high standards of attendance from all students and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.



#### **Monitor**

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.



#### **Listen and understand**

When a pattern is spotted, discuss with students and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.



#### **Facilitate support**

Remove barriers in school and help students and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.



#### **Formalise support**

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.



## **Enforce**

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the student's right to an education.