

CAMS HILL SCHOOL ATTENDANCE POLICY



Statutory

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Introduction

The 2024-2025 statutory Government guidance: Working Together to Improve School Attendance 2024 is explicitly clear that:

‘Improving attendance is everyone’s business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.’

Cams Hill School is an exceptional place to learn, and every support is given to meet the needs mentioned above.

This policy is designed to outline the way Cams Hill School will work with pupils, parents/carers and the Local Education Authority to ensure good attendance to school for all children and reflects the statutory government guidance on school attendance.

The Working Together to Improve School Attendance guidance continues:

‘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. This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances.’

CAMS HILL SCHOOL’S EXPECTATION IS FOR AT LEAST 95% ATTENDANCE FOR EACH PUPIL.

1. Aims

This policy aims to show the school’s commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education’s (DfE’s) statutory guidance [‘Working together to improve school attendance’](#) (applicable from 19 August 2024), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

The school also promotes and supports punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education’s (DfE’s) statutory guidance on [Working together to improve school attendance](#) (applies from 19 August 2024) and [Guidance for parents on school attendance](#)).

The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

- School census guidance
- Keeping Children Safe in Education (KCSiE 2024)
- Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and Responsibilities

3.1 The Governing Board

The Governing Board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers.
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority.
 - Making sure the school liaises effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate.
- Recognising and promoting the importance of school attendance across the school's policies and ethos.
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources.
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs.
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most.
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge.
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs.
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance.
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate.

- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data.

3.2 The Headteacher

The Headteacher is responsible for:

- The implementation of this policy at the school.
- Monitoring school-level absence data and reporting it to governors.
- Supporting staff with monitoring the attendance of individual pupils.
- Monitoring the impact of any implemented attendance strategies.
- Issuing fixed-penalty notices, where necessary, and/or authorising the Attendance Officer to be able to do so.
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels.

3.3 The Designated Senior Leader responsible for attendance

Mrs Pippa Newman (Associate Assistant Headteacher) is the Designated Senior Leader responsible for attendance and is responsible for:

- Leading, championing and improving attendance across the school.
- Setting a clear vision for improving and maintaining good attendance.
- Evaluating and monitoring expectations and processes.
- Having a strong grasp of absence data and oversight of absence data analysis.
- Regularly monitoring and evaluating progress in attendance.
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff.
- Liaising with pupils, parents/carers and external agencies, where needed.
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues.
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers.
- Delivering targeted intervention and support to pupils and families.

3.4 The Attendance and Home School Link Officer

The school Attendance and Home School Link Officer is responsible for:

- Monitoring and analysing attendance data (see section 7).
- Benchmarking attendance data to identify areas of focus for improvement.
- Maintaining a list of pupils with less than 90% attendance and monitoring these pupils with the Heads of Year at fortnightly meetings and discuss any action points.
- Providing regular attendance reports to school staff and reporting concerns about attendance to the Designated Senior Leader responsible for attendance, and the Headteacher.
- Meeting with parents/carers and pupils in conjunction with Year Teams, where individual pupil attendance falls below 90%. Medical evidence may be required and an Individual Attendance Plan (Appendix 2) could be formulated.
- Working with other agencies to tackle persistent absence.
- Advising the Headteacher when to issue fixed-penalty notices.

3.5 Tutors and Class Teachers

- Class teachers are responsible for recording attendance for all sessions on a daily basis.

3.6 School Attendance Team

The school Attendance Team will:

- Take calls, and information from Studybugs, from parents/carers about absence on a day-to-day basis and record it on the school system.
- Transfer calls from parents/carers to the Heads of Year/Assistant Heads of Year/SENDCo/Designated Teachers where appropriate, in order to provide them with more detailed support on attendance.

3.7 Parents/Carers

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

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

Parents/carers are expected to:

- Make sure their child attends every day on time.
- Use the Studybugs App or call the school to report their child's absence before 0830 on the day of the absence (and each subsequent day of absence), and advise when they are expected to return.
- Provide the school with **more than one** emergency contact number for their child.
- Ensure that, where possible, appointments for their child are made outside of the school day. The school could consider not authorising an absence of a medical appointment where information is not provided.
- Seek support, where necessary, for maintaining good attendance by contacting the Attendance Team or appropriate Year Team.

3.8 Pupils

Pupils are expected to:

- Attend every timetabled session, on time.
- Arrive to school on time every day.

4. Recording Attendance

4.1 Attendance register

- The school will keep an electronic attendance register and place all pupils onto this register.
- The attendance register will be taken at the start of the first session of each school day (0830) and once during the second session (Period 4). It will be marked, using the appropriate national attendance and

absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

(See Appendix 1 for the DfE attendance codes)

- We will also record:
 - Whether the absence is authorised or not
 - The nature of the activity, where a pupil is attending an approved educational activity
 - The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances
- The school day starts at 0830 (gates open at 0820) and ends at 1455. Pupils must arrive at school to ensure they are on time for roll call on the north courts at 0830. If pupils arrive after this time they will be marked late 'L' and receive a 15-minute, same day, breaktime detention.
- The register for the first session will be taken at 0830 and will be kept open until 0900. Any pupil arriving after 0900, without a valid reason, will be coded as a 'U' denoting an unauthorised late.

4.2 Unplanned absence

- The pupil's parent/carer must notify the school of the reason for absence on the first day of an unplanned absence by 0830, or as soon as practicably possible, preferably using the Studybugs App (<https://studybugs.com/about/parents>) or by calling the school and leaving a recorded message for the Attendance Team.
- Where the absence is prolonged, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.
- If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised (O) and parents/carers will be notified of this.

4.3 Planned absence

- Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school **in advance** of the appointment. If information is not provided in advance, the school may consider not authorising the absence.
- Parents/carers must use the Studybugs App or call the school in advance.
- Where a pupil signs in late, or needs to leave due to a medical appointment, we ask to see evidence of a letter or appointment card. However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.
- The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 for information regarding which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed at 0900 will be marked as late, using the appropriate code
- After the register has closed at 0900 will be marked as absent, using the appropriate code
- If a pupil is late at the start of the day, then the pupil will have a breaktime detention on the same day. If pupils fail to attend the detention, this is escalated to 40-minute after school detention.

Tutors and Year Teams monitor punctuality and for any pupils identified as being persistently late, parents/carers will be requested to come in to discuss concerns and address any barriers to a pupil arriving on time.

4.5 Following up unexplained absence

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

- Text the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason.
- On the third day of unexplained absence the school will call the pupil's parent/carer in the morning. If the school cannot reach any of the pupil's emergency contacts, the school will do a home visit or refer to take other actions e.g. contact the police.
- Identify whether the absence is approved or not.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent.
- If absence continues, the school will contact CME (Child Missing in Education) or complete an IARF (Inter-agency referral form).
- Where relevant, report the unexplained absence to any other professional agency working with the pupil/family.
- Where appropriate, offer support to the pupil and/or their parents/carers to improve attendance.
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals.
- Where support is not appropriate, not successful, or not engaged with, issue a notice to improve, penalty notice or other legal intervention (see section 5.2).

4.6 Reporting to parents/carers

- The school will regularly inform parents/carers (see definition of 'parent/carer', as used in this policy, in section 3.7 above) about their child's attendance and absence levels. This will be done either through the Studybugs Alerts or in writing where a pupil's attendance is of concern.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

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

The Headteacher will only grant a leave of absence to a pupil during term time if the request meets the specific circumstances set out in The School Attendance Regulations 2024. These circumstances are:

- Taking part in a regulated performance or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited, part-time timetable
- Exceptional circumstances

We define 'exceptional circumstances' as rare, unavoidable, short, and significant.

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

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

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 6 weeks before the absence, and in accordance with the Online Pupil Absence Request form, accessible via the Cams Hill School website (<https://www.camshill.com/information/downloadable-forms/>). The Headteacher may require evidence from the parent/carer to support any request for leave of absence.

Other valid reasons for authorised absence include (but are not limited to):

- Illness and medical/dental appointments (see sections 4.2 and 4.3 for more detail).
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s)/carer(s) belong(s). If necessary, the school will seek advice from the parent's/carer's religious body to confirm whether the day is set apart.
- Parent(s)/Carer(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision. Evidence will need to be provided.
- 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.
- Any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

5.2 Penalty Notices

- The Headteacher (or someone authorised by them), local authority or the police can fine parents/carers for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.
- If the school issues a penalty notice, it will check with the local authority before doing so and send it a copy of any penalty notice issued.
- Before issuing a penalty notice, the school will consider the individual case, including:
 - Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks).
 - Whether a penalty notice is the best available tool to improve attendance for that pupil.
 - Whether further support, a notice to improve or another legal intervention would be a more appropriate solution.
 - Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate.
- A penalty notice may also be issued where parents/carers 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/carers that the pupil must not be present in a public place on that day).
- Each parent/carer who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/carer who allowed the absence.
- The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.
- If issued with a **first** penalty notice, the parent/carer must pay £80 within 21 days, or £160 within 28 days.
- If a **second** penalty notice is issued to the same parent/carer in respect of the same pupil, the parent/carer must pay £160 if paid within 28 days.
- A **third** penalty notice cannot be issued to the same parent/carer 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.

5.3 Notices to improve

- If the national threshold has been met and support is appropriate, but parents/carers do not engage with offers of support, the school may offer a notice to improve to give parents/carers a final chance to engage with support.
- Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.
- They will include:
 - Details of the pupil's attendance record and of the offences.
 - The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996.
 - Details of the support provided so far.
 - Opportunities for further support, or to access previously provided support that was not engaged with.

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

6. Strategies for promoting attendance

Cams Hill School will promote and celebrate good attendance. Regular recognition of pupils with good attendance will be part of the school culture. Recognition of pupils will be made in assemblies, celebration assemblies, and through the pastoral system by both the Heads of Year and the Attendance Team. Recognition of pupil attendance will also be made to the pupils' parents/carers, either through the Studybugs app or in writing directly.

The school is also introducing incentives to encourage and promote good attendance. Recognition can include rewards, both in the short term and the longer term to ensure that everyone has an opportunity to be recognised.

To make attendance fun and rewarding, we have launched the following initiatives:

Half-Termly Pizza Lunches for Top Tutor Groups

At the end of each half term, the tutor group with the highest attendance will be rewarded with a special pizza lunch. This is our way of celebrating their commitment to excellent attendance. The winning tutor group will enjoy lunch on us as a well-deserved recognition of their success.

Get on Your Bike with Attendance Streaks

A school-wide competition to reward consistent attendance. Pupils will be entered into a prize draw based on their consecutive days of attendance. This exciting initiative features amazing rewards, including a brand-new Cube Mountain Bike. Other prizes include headphones, Bluetooth speakers, vouchers for restaurants such as Nando's and Wagamama, cinema tickets and vouchers for Thorpe Park and Chessington.

- For streaks of **15 consecutive days of attendance**, pupils earn **one ticket for the prize draw**.
- For streaks of **25 consecutive days**, pupils earn **four tickets for the prize draw**.
- For streaks of **50 consecutive days**, pupils earn **10 tickets for the prize draw**.
- For streaks of **80 consecutive days**, pupils earn **15 tickets for the prize draw**.

The more consistent the attendance streak, the more chances to win! If a pupil is absent, a new streak begins, motivating them to build another run of perfect attendance. In the Summer Term, before Year 11 pupils leave, a special prize draw will be held to celebrate the school community's dedication to attendance.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance (to include ill health, SEND, or after a lengthy or unavoidable period of absence)

Pupils, and their parents/carers, will be provided with support to attend school every day. The support will be made on an individual basis and will take into account the needs and requirements of the child.

Support may include (but is not limited to):

- Meetings with the Head of Year and/or Attendance Officer with the introduction of an Individual Attendance Plan and clear targets being set
- Support from the SEN Team and adjustments made in the short and/or long term
- Support from the Nexus Centre
- Consideration of curriculum changes and programme of study
- Phased re-introduction over the short term (Reduced Hours Provision)
- Referral to external agencies e.g. Early Help Hub, LIT

8. Attendance monitoring

8.1 Monitoring attendance

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

Specific pupil information will be shared with the DfE on request. The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the Governing Board.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance.
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence.
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends.
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis.
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below).
- Provide regular attendance reports to Year Teams and Tutors, to facilitate discussions with pupils and families, and to the Governing Board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads).
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate.

8.4 Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence.
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education (KCSiE 2024).
- Hold regular meetings with the parents/carers of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant.
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence.

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the member of the Senior Leadership Team with oversight/responsibility for attendance. At every review, the policy will be approved by the Local Governing Board.

10. Links with other policies

This policy links to the following policies:

- CHS Anti-Bullying Policy
- CHS Good Behaviour Policy
- SCH004 Child Protection and Safeguarding Policy
- SPH005 Health & Medical Needs Policy

Appendix 1: Attendance Codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made

Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: Individual Attendance Plan

Cams Hill School Individual Attendance Plan



(Writing **in blue** gives suggestions for how to complete the plan. Delete these instructions and replace them with your own content.)

Please note: It is important to capture a full picture of support offered over time. Therefore, rather than deleting or editing historical entries, it is better to add subsequent interventions or updates to the plan along with the date that these were added. If the school has any other additional record keeping systems (such as an online safeguarding system), staff should ensure that the relevant details are recorded in both places.

Name of pupil		
Year group/class		
Staff supporting with attendance plan		
Date plan was agreed		
Attendance History		
<i>Include details of attendance percentages (broken down by attendance code where appropriate), details of trends or patterns over time and any historical factors that might be relevant.</i>		
Current risk factors/current barriers to attendance		
<i>To help with this, it might be useful to carry out an individual attendance audit. (Appendix A)</i>		
Academic targets	Milestones	Date each milestone achieved
Target 1 - add specific target here	<i>For each target provide a number of measurable milestones</i> <ul style="list-style-type: none">•	

Target 2 - add specific target here	•	
Target 2 - add specific target here	•	

Strategies to be implemented by the school		
Details of strategy (including date commenced)	Purpose of implementing strategy	Member of staff responsible
<i>E.g. daily wake-up calls for two weeks, starting from 16th October</i>	<i>E.g. to establish an effective morning routine</i>	<i>E.g. parent support worker to carry out calls</i>

Expectations of the pupil		
Details of expectations	How this has been communicated to the pupil?	Monitoring arrangements (who by and when?)
<i>E.g. set an alarm for 7 a.m. every day</i>	<i>E.g. discussion with attendance officer and ongoing reminders</i>	<i>E.g. attendance officer will monitor this daily</i>

Expectations of the family		
Details of expectations	How this has been communicated to the pupil's family?	Monitoring arrangements (who by and when?)
<i>E.g. for parents to phone school before 9 a.m. to report the reason for any absence</i>	<i>E.g. expectations explained during face-to-face attendance meeting and agreed by parents</i>	<i>E.g. attendance officer will monitor this daily</i>

External support		
Details of agency/partner	Support being offered	Date support commenced
<i>E.g. social care</i>	<i>E.g. Early Help referral has been made as mother is reporting that she feels overwhelmed</i>	<i>E.g. referral made 2nd November - currently awaiting first contact</i>

Record of attendance reviewing meeting

Date of review	
Individuals present	
Situation since last review	
Milestones achieved since last review	
Areas discussed	
Outcome of meeting (tick as appropriate)	<input type="checkbox"/> Continue with initial plan <input type="checkbox"/> Continue plan with new or supplementary strategies added <input type="checkbox"/> Escalate attendance plan to next stage
Date of next review	

Appendix A Individual Attendance Audit



- ▶ This full document provides a template to support key staff with identifying the possible barriers to a pupil's attendance.
- ▶ The suggestions of potential barriers are not intended to be an exhaustive list.

Name of pupil			
Date of audit			
Audit carried out by			
Potential barrier to attendance	Has this been explored?	Could this be a factor in the pupil's poor attendance?	Notes
Health-related issues			
Medical problems	Yes / Not yet Who by? When?	Yes / Unsure / No	
Poor medical care	Yes / Not yet Who by? When?	Yes / Unsure / No	
Disability	Yes / Not yet Who by? When?	Yes / Unsure / No	
Poor mental health	Yes / Not yet Who by? When?	Yes / Unsure / No	
Poorly controlled medical issue(s)	Yes / Not yet Who by? When?	Yes / Unsure / No	
Pregnancy	Yes / Not yet Who by? When?	Yes / Unsure / No	
Potential substance abuse	Yes / Not yet Who by?	Yes / Unsure / No	

	When?		
Health issues caused by unsanitary environment or poor housing	Yes / Not yet Who by? When?	Yes / Unsure / No	
Other (give details below)	Yes / Not yet Who by? When?	Yes / Unsure / No	

Home-related issues			
Young carer	Yes / Not yet Who by? When?	Yes / Unsure / No	
Caring for younger siblings	Yes / Not yet Who by? When?	Yes / Unsure / No	
Potential substance abuse in the home	Yes / Not yet Who by? When?	Yes / Unsure / No	
Parental mental health issues	Yes / Not yet Who by? When?	Yes / Unsure / No	
Potential domestic violence in the home	Yes / Not yet Who by? When?	Yes / Unsure / No	
Potential abuse/neglect	Yes / Not yet Who by? When?	Yes / Unsure / No	
Financial issues in the home	Yes / Not yet Who by? When?	Yes / Unsure / No	
Unable to afford/obtain correct uniform	Yes / Not yet Who by? When?	Yes / Unsure / No	
Homelessness	Yes / Not yet Who by?	Yes / Unsure / No	

	When?		
Other (give details below)	Yes / Not yet Who by? When?	Yes / Unsure / No	

Academic issues			
Poor academic performance	Yes / Not yet Who by? When?	Yes / Unsure / No	
Undiagnosed or suspected Special Educational Needs and/or Disabilities (SEND)	Yes / Not yet Who by? When?	Yes / Unsure / No	
Unmet academic needs	Yes / Not yet Who by? When?	Yes / Unsure / No	
Issues with staff	Yes / Not yet Who by? When?	Yes / Unsure / No	
Frequently excluded	Yes / Not yet Who by? When?	Yes / Unsure / No	
Other (give details below)	Yes / Not yet Who by? When?	Yes / Unsure / No	

Social issues			
Bullying	Yes / Not yet Who by? When?	Yes / Unsure / No	
Issues with peer group	Yes / Not yet Who by? When?	Yes / Unsure / No	

Issues with personal relationships	Yes / Not yet Who by? When?	Yes / Unsure / No	
Potentially involved in gangs/criminal activity	Yes / Not yet Who by? When?	Yes / Unsure / No	
Doesn't feel safe on journey to/from school	Yes / Not yet Who by? When?	Yes / Unsure / No	
Other (give details below)	Yes / Not yet Who by? When?	Yes / Unsure / No	

Transport problems			
Too far to travel	Yes / Not yet Who by? When?	Yes / Unsure / No	
Lacking a reliable means to get to school	Yes / Not yet Who by? When?	Yes / Unsure / No	
Cannot afford transport costs	Yes / Not yet Who by? When?	Yes / Unsure / No	
Doesn't feel safe on school/public transport	Yes / Not yet Who by? When?	Yes / Unsure / No	
Other (give details below)	Yes / Not yet Who by? When?	Yes / Unsure / No	

Pupil factors			
Low self-esteem/ confidence	Yes / Not yet Who by? When?	Yes / Unsure / No	

Low aspirations	Yes / Not yet Who by? When?	Yes / Unsure / No	
Poor morning routines	Yes / Not yet Who by? When?	Yes / Unsure / No	
Poor sleeping patterns	Yes / Not yet Who by? When?	Yes / Unsure / No	
Gender/sexuality anxieties	Yes / Not yet Who by? When?	Yes / Unsure / No	
Other (give details below)	Yes / Not yet Who by? When?	Yes / Unsure / No	