ATTENDANCE POLICY

INTRODUCTION

Understanding and following the Attendance Policy is essential for staff, parents, and students to help every child reach their full potential. Good school attendance is especially important at Salesian College because it supports not only academic success but also the holistic development of students in line with the College's spiritual, moral, and pastoral mission. This policy matters because at Salesian College, inspired by St John Bosco, we seek to create a nurturing environment where young people grow in faith, reason, and loving kindness. Regular attendance ensures students participate fully in the daily rhythm of prayer, reflection, and worship. They experience the preventive system of education, which is based on presence, dialogue, and accompaniment. And finally, by attending regularly and contributing positively they are able to build relationships rooted in respect, compassion, and community. On the other hand, poor attendance is closely linked to lower academic achievement and may signal safeguarding concerns such as neglect or abuse.

This policy reflects the statutory guidance *Working Together to Improve School Attendance* (DfE, August 2024), the **School Attendance (Pupil Registration) (England) Regulations 2024**, and the **Education (Independent School Standards) Regulations 2019**.

COLLEGE CULTURE

The College promotes attendance through:

- Clear communication of expectations.
- Positive reinforcement and recognition of good attendance.
- A whole-College approach that integrates attendance into our ethos and daily life.
- Close liaison with parents and students to promote high attendance.

WHY ATTENDANCE MATTERS

Consistent attendance is crucial for academic, social, and emotional development. It helps students:

- Establish routines.
- Stay engaged with learning.
- Feel connected to the College community.

Government research shows that students with better attendance at Key Stage 4 achieve higher academic outcomes.

The link between absence and attainment at KS2 and KS4, Academic year 2018/19 - Explore education statistics - GOV.UK

MONITORING AND SUPPORT

Improving attendance is a collective priority. The College recognises that barriers to education can be complex and vary between individuals and families. A positive school culture - calm, safe, supportive, and engaging—is the foundation for good attendance. Students are more likely to attend when they feel valued and want to be at the College.

The College acknowledges that some students face greater challenges in attending College. The College will work proactively with students and families to build trust, understand individual circumstances, and provide the right support. Attendance improvement is not viewed in isolation; it is closely linked to work on curriculum, behaviour, SEND support, mental health, and pastoral care.
The College strategy includes:

- Data-Driven Action: We rigorously analyse attendance data to identify trends and intervene early—both at individual and cohort levels.
- Listening and Understanding: When concerns arise, we engage in open dialogue with students and families to understand the root causes and agree on a plan of action.
- Compliance and Safeguarding: The College maintains separate admissions and attendance registers in line with DfE regulations, using national and additional internal codes.
- Referral and Escalation: Persistent absence may lead to referrals to the local authority's Early Help Hub and complete the you can fill in the Mendix form using the following link Hampshire County Council - School forms start
- In cases of long-term absence, we may recommend referral to the student's Local Authority (LA) Inclusion Services to support access to education.

KEY ROLES

There are a number of key partners whose commitment and collaboration ensure this policy is rigorous, robust and meeting the needs of all learners to attend school and achieve within school.
Senior Leadership Team (SLT)

- **Deputy Head – Pastoral**: Acts as the **Senior Attendance Champion**, overseeing attendance strategy, data monitoring, and communication with families.
- **Headmaster**: Holds ultimate responsibility for attendance decisions, including authorising absences, approving reduced timetables, and managing escalations.
- **Head of Learning Support**: Supports students with SEND or health needs, ensuring attendance strategies are inclusive and adapted.
- **Heads of Year**: Monitor attendance within their year groups, lead reintegration plans, and liaise with families and staff.

School Office / Attendance Lead

- Maintains the **daily attendance register** using DfE codes.
- Follows up on unexplained absences and communicates with parents.
- Records and stores documentation related to absences.
- Supports SLT with data analysis and reporting.

Form Tutors and Class Teachers

- **Form Tutors**: Conduct morning and afternoon registration, monitor patterns, and report concerns.
- **Class Teachers**: Take lesson-by-lesson attendance and report unauthorised absences immediately.

Governing Body

- Appoints a **Named Governor for Attendance**.
- Ensures attendance is embedded in school priorities (e.g. safeguarding, SEND, behaviour).
- Reviews attendance data and policy annually.
- Holds leaders accountable for statutory duties and strategic outcomes.

Parents and Carers

- Ensure their child attends regularly and punctually.
- Communicate absences promptly and provide documentation.
- Engage with the school to resolve attendance concerns.
- Understand legal responsibilities and implications of poor attendance.

Students

- Attend school daily and on time.
- Participate in registration and lessons.
- Communicate with staff if facing barriers to attendance.

External Agencies

- **Local Authority Attendance Services**: Support with persistent/severe absence and legal compliance. **Alina Hunt, Attendance Support Worker,** Inclusion Support Service, Children's Services, Hampshire County Council, Elizabeth II Court, The Castle, Winchester, Hampshire SO23 8UG, Email: attendance.queries@hants.gov.uk
- **Health Services**: Provide evidence and support for students with medical needs.
- **Social Care / MASH**: Engage when safeguarding concerns arise.
- **Other Schools / Community Groups**: Collaborate on shared attendance challenges.

RESPONSIBILITIES OF THE COLLEGE AND SENIOR LEADERSHIP TEAM (SLT)

The College and SLT are committed to:

- Promoting good attendance and reducing persistent (<90%) and severe (<50%) absence.
- Ensuring all students benefit from full educational access.
- Encouraging parental support for punctuality and regular attendance.
- Maintaining accurate attendance records, including extracurricular participation.
- Monitoring attendance daily via the School Office, with SLT analysis.
- Addressing emerging absence patterns early.
- Supporting students/groups needing additional help.
- Building trust with families and removing attendance barriers.
- Providing targeted support for students with health or SEND needs.
- Reporting discrepancies to the School Office and Heads of Year.

Governing Body Responsibilities

The Governing Body supports attendance by:

- Setting clear expectations for all stakeholders.
- Appointing a designated governor and senior leader for attendance.
- Embedding attendance across strategic priorities (e.g. behaviour, SEND, safeguarding).
- Holding leaders accountable for statutory duties and strategy effectiveness.
- Ensuring systems are well-resourced and staffed.
- Supporting collaboration with local authority and partners.
- Reviewing data to guide improvement efforts.
- Maintaining high aspirations and tailoring support for vulnerable groups.
- Ensuring staff training and sharing best practices.
- Overseeing statutory reporting to the LA and DfE.
- Reviewing the Attendance Policy annually and ensuring accessibility.

STRATEGIC OVERSIGHT OF ATTENDANCE

Senior Leadership Responsibility

- The **Deputy Head – Pastoral** oversees all attendance processes, monitors data, and ensures clear communication with students and parents.

Data Analysis and Evaluation

- Attendance data is analysed half-termly, termly, and annually.
- Analysis includes:
  - ✓ Individual students and cohorts
  - ✓ Specific attendance codes
  - ✓ Days with poor attendance
  - ✓ Subjects with low lesson attendance
- Data is benchmarked against local, regional, and national figures.
- Strategy impact is monitored and used to refine future approaches.

Targeted Strategies and Collaboration

- Strategies address poor attendance among:
  - ✓ Students with SEND
  - ✓ Year groups with high absence
- Collaboration with communities, voluntary groups, and other schools.
- Multi-agency working includes:
  - ✓ Health services
  - ✓ Police (for extra-familial harm)
- Partnerships provide holistic support for complex challenges.

MANAGING ATTENDANCE

Daily Attendance Procedures

- Students marked absent if not present by 8:50am.
- If students arrive after 8:50am they will be marked present but late.
- Unexplained absences followed up with parental contact.
- Only authorised staff may approve absences beyond short-term events.
- Students must attend registration unless pre-approved.
- Term dates and timings shared via website and newsletters.

Monitoring and Intervention

- Attendance and punctuality monitored closely.
- Daily tracking by School Office; regular SLT analysis.
- Staff collaborate to identify concerns, involving DSL and Learning Support.
- Attendance recorded using DfE national codes; records retained for 6 years. *(Regulation 7 of The School Attendance (Pupil Registration) (England) Regulations 2024)*

Attendance Support Pathways

- Senior Attendance Champion oversees structured response (up to 5 weeks).
- Steps include cause identification, reintegration, and coordinated support.
- Persistent and severe absence prioritised for intensive intervention.
- External agency collaboration for severely absent students.

Tailored Support and Escalation

- Attendance interventions

- Whole-family plans
- EHCP consideration
- Alternative provision
- Open communication with parents about attendance impact.
- Misconceptions about "good" attendance is challenged.
- Referrals to LA services or children's social care made when necessary.

MANAGING PERSISTENT AND SEVERE ABSENCE

Definitions

- **Persistent Absence (PA)**: Attendance below 90%
- **Severe Absence (SA)**: Attendance below 50%

Support and Reintegration

- Structured reintegration plans developed with:
  - ✓ Head of Year
  - ✓ Parents
  - ✓ Student
  - ✓ Senior Attendance Champion and support staff (as needed)
- Plans identify barriers and provide tailored support.
- Progress reviewed regularly with families.

Escalation Procedures

- If plans cannot be followed, the Headmaster will take further action.
  - Hold formal meetings with parents to identify barriers
  - Issue an Attendance Contract
  - Refer to external agencies
  - Report persistent unauthorised absence to the local authority fill in the Mendix form using the following link Hampshire County Council - School forms start
  - Seek legal advice if the situation may require formal intervention or deregistration.

ATTENDANCE MANAGEMENT: EXCEPTIONAL CIRCUMSTANCES AND SUPPORT PATHWAYS

Reduced Timetables and Curriculum Adjustments

- Only considered in exceptional cases and must:
  - ✓ Be approved by the Headmaster.
  - ✓ Be supported by formal health/psychiatric evidence.
- All students expected to receive full-time education.
- SEN diagnosis is not grounds for reduced attendance.

Reintegration and Escalation

- If reintegration fails:
  - ✓ LA inclusion support may be requested.
  - ✓ Referrals to MASH or other agencies may be made.
  - ✓ Cross-border collaboration for students outside Hampshire.

Safeguarding and Multi-Agency Support

- Attendance below 50% with safeguarding concerns triggers escalation.
- Interim solutions explored if external support is delayed.
- Continuous monitoring and strategy adjustment.

Continuous Engagement and Adaptation

- If interventions fail:
  - ✓ Barriers are reassessed.
  - ✓ Support strategies redesigned.
  - ✓ Engagement opportunities continue.

Academic Progress and Qualification Entry

- Headmaster may:
  - ✓ Withhold progression to next academic year.
  - ✓ Limit qualification entries if curriculum coverage is insufficient.

PARENTAL RESPONSIBILITIES

Parents must:

- Ensure attendance from 8:40 am to 3:50 pm (College open 8:30 am – 5:00 pm).
- Avoid absence patterns (e.g. frequent Mondays).
- Prepare children for learning.
- Inform the College daily of absences.
- Provide written explanations and medical evidence if requested.
- Avoid term-time holidays.
- Respond to College enquiries, including safeguarding.
- Request permission for unavoidable absences.
- Ensure timely return after absence.
- Understand that unauthorised absences (e.g. 10+ days) are reported to CME team.
- Be aware that illness-related absences of 15+ days trigger LA notification.
- Cover costs for referrals to external agencies.
- Provide a full term's notice for withdrawal, including new school details.

SIXTH FORM ATTENDANCE AND ABSENCE GUIDELINES

Sixth Form Privileges

Sixth Form students may leave the College premises during agreed free periods, provided they have received **explicit permission**. This privilege is contingent on maintaining high standards of attendance, punctuality, and conduct.

TYPES OF ABSENCE

Authorised Absence

An absence is authorised when:

- The student is absent for a legitimate reason.
- The College receives formal notification from a parent or guardian (via phone, email, or letter).

Important: Only the College can authorise an absence. Parental support alone does not guarantee authorisation.

Examples:

- Authorised: Illness with parental notification.

- Not Authorised: Shopping, leisure activities, or non-essential appointments during school hours.

Unauthorised Absence
An absence is unauthorised when:
- The student is absent without permission from both the College and their parent/guardian.
- No valid reason or notification is provided.

ONLINE LEARNING PROVISION

In the event of a school building closure, learning will be delivered online using:
- **Microsoft Teams** for communication.
- **OneNote** for resources and assignments.

Blended or online learning is **not available** outside of these exceptional circumstances.

ATTENDANCE RECORD MANAGEMENT

- The College uses an **electronic attendance register** (iSAMS), backed up daily and retained for **six years**.
- Absence reasons must be updated within **two weeks** using the correct DfE code.
- The **School Office** maintains and updates the register.
- Absence correspondence is stored for **at least one academic year**.

REPORTING TO AUTHORITIES

Routine Reporting
- The College participates in the **Independent Schools Council (ISC) annual census**.
- Hampshire County Council is informed when a student is:
    - Added to the admissions register at a non-standard transition.
    - Removed from the register under specific conditions (e.g. permanent exclusion, home education, prolonged absence, death, or relocation).

Conditions for Removal from the Register
A student may be removed if they:
- Are subject to a School Attendance Order.
- Transfer to another school.
- Are confirmed for home education.
- Move out of commuting distance.
- Fail to return after 10 days of authorised leave without valid reason.
- Are absent for 20 continuous days without contact.
- Are detained for four months or more.
- Are deceased.
- Are no longer of statutory school age and do not meet Sixth Form entry requirements.
- Are permanently excluded.

ATTENDANCE CONCERNS AND SAFEGUARDING

The College must notify the local authority if a student of compulsory school age:

- Fails to attend regularly.
- Has 10 consecutive days of unauthorised absence.
- Is ill and expected to miss **15 or more days** (consecutively or cumulatively).

The College works with the **Hampshire Inclusion Service** on:

- Attendance
- Children Missing Education (CME)
- Elective Home Education (EHE)
- Exclusions
- Reduced Hours Provision (RHP)

SAFEGUARDING AND LEGAL OBLIGATIONS

Staff must report concerns about students missing school due to risks such as:

- Travelling to conflict zones
- Female Genital Mutilation (FGM)
- Forced marriage

Mandatory Reporting: Teachers must report suspected FGM directly to the police.
The **Deputy Head – Pastoral** reviews attendance patterns and investigates concerns with the **Head of Learning Support** and **Head of Year**.

Any **falsification of attendance records** will be reported to the appropriate authorities.

MEDICAL ABSENCE AND EXTERNAL SUPPORT

The College follows a **stepped approach** to low attendance:

- Initial contact with parents via letter.
- Escalation to pastoral team, SLT, and support staff.

For medical absences:

- A **formal diagnosis** from a consultant is required (e.g. anxiety, depression).
- The diagnosis should include recommendations on attendance and academic engagement.
- The College may involve the **LA Inclusion Services** (fees may apply).
- Liaison with **external therapists or consultants** is encouraged.

DUAL REGISTRATION AND ENROLMENT INTEGRITY

- Students may not be enrolled at another school without the College's knowledge and agreement.
- Dual registration (e.g. hospital education) may be arranged with mutual consent.
- Enrolling a student at Salesian College while they remain registered elsewhere without disclosure is **strictly prohibited**.
- The College reserves the right to contact the other school and take legal action if necessary.

POLICY REVIEW AND ACCESSIBILITY

This policy is reviewed regularly and updated as needed. It is available on our website and shared with families at the start of each College year.

This policy has been prepared to meet the College's responsibilities under:
• Education (Independent College Standards) Regulations 2014;
• Education and Skills Act 2008;
• The College Attendance (Student Registration) (England) Regulations 2024;
• Equality Act 2010;
• Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)

Resources for families | Children's Commissioner for England
Toolkit for Colleges: communicating with families to support attendance - GOV.UK

- Working together to improve school attendance (DfE,19 August 2024);
- Summary table of responsibilities for school attendance (DfE,19 August 2024);
- Toolkit for schools: communicating with families to support attendance (DfE, September 2023);
- Guidance for parents on school attendance (Office of the Children's Commissioner, September 2023);
- Mental health issues affecting a pupil's attendance: guidance for schools (DfE, February 2023);
- Support for pupils where a mental health issue is affecting attendance (DfE, February 2023);
- 'Is my child too ill for school?' guidance (NHS, April 2024);
- Keeping children safe in education (DfE, September 2024);
- School behaviour and attendance: parental responsibility measures (DfE, May 2020);
- Children missing education (DfE, September 2016);
- Supporting pupils with medical conditions at school (DfE, August 2017);
- Behaviour in schools: advice for headteachers and school staff (DfE, February 2024);
- Mental health and behaviour in schools (DfE, November 2018);
- Remote education guidance (DfE, updated February 2023).

The table below shows all attendance and absence codes available to schools as of September 2024. All schools are required to mark every child's register twice a day using the appropriate code.

New codes have been introduced for September 2024, most notably the updated C1 and C2 codes, codes Y1 to Y7 and the K code.

✓ = Yes ✗ = No ⊖ = Not applicable (codes that do not count towards a child's attendance)

Code	Definition	Present	Authorised
/	Present (morning session)	✓	✓
\	Present (afternoon session)	✓	✓
B	Attending any other approved educational activity	✓	✓
C	Leave of absence for exceptional circumstance	✗	✓
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad	✗	✓
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable	✗	✓
D	Dual registered at another school	⊖	⊖
E	Suspended or permanently excluded and no alternative provision made	✗	✓
G	Holiday not granted by the school	✗	✗
I	Illness	✗	✓
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution	✗	✓
K	Attending education provision arranged by the local authority	✓	✓
L	Late arrival before the register is closed	✓	✓
M	Leave of absence for the purpose of attending a medical or dental appointment	✗	✓
N	Reason for absence not yet established	✗	✗
O	Absent in other or unknown circumstances	✗	✗
P	Participating in a sporting activity	✓	✓
Q	Unable to attend the school because of a lack of access arrangements	⊖	⊖
R	Religious Observance	✗	✓
S	Leave of absence for the purpose of studying for a public examination	✗	✓

Code	Definition	Present	Authorised
T	Parent travelling for occupational purposes	✗	✓
U	Arrived in school after registration closed	✗	✗
V	Attending an educational visit or trip	✓	✓
W	Attending work experience	✓	✓
X	Non-compulsory school age pupil not required to attend school	–	–
Y1	Unable to attend due to transport normally provided not being available	–	–
Y2	Unable to attend due to widespread disruption to travel	–	–
Y3	Unable to attend due to part of the school premises being closed	–	–
Y4	Unable to attend due to the whole school site being unexpectedly closed	–	–
Y5	Unable to attend as pupil is in criminal justice detention	–	–
Y6	Unable to attend in accordance with public health guidance or law	–	–
Y7	Unable to attend because of any other unavoidable cause	–	–
Z	Prospective pupil not on admission register	–	–
#	Planned whole school closure (e.g. school holidays, INSET days)	–	–

Deleted Codes

From September 2024 the following codes are no longer available and must not be used:

- H code – all authorised term-time must now be coded with the C code
- J code – replaced by J1
- Y code – replaced by Y1 to Y7

Use of the B Code

The Department for Education has clarified that the B code can only be used when a pupil is taking part in an approved educational activity and that they are physically supervised by an adult considered by the school to have the appropriate skills, training and knowledge. It cannot be used for remote learning, even if supervised by a parent.

Use of the Q Code

The Q code can only be used when a child is unable to attend because the local authority is responsible for arranging school transport and this has not yet been set up. Where local authority transport has been set up but fails (e.g. a taxi does not arrive or the bus breaks down), the Y1 code must be used.

September 2024

Policy Control	
Author	Deputy Head
SLT Approved Date	03 October 2025
Governors Approved Date	23 October 2025
Review schedule	Annual
Date of next review	September 2026