



## **Attendance policy**

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## Contents

1. Aims.....	3
2. Legislation and guidance .....	3
3. Roles and responsibilities .....	4
4. Recording attendance .....	6
5. Authorised and unauthorised absence.....	8
6. Strategies for promoting attendance .....	10
7. Supporting pupils who are absent or returning to school.....	11
8. Attendance monitoring .....	12
9. Monitoring arrangements .....	14
10. Links with other policies .....	14
Appendix 1: attendance codes.....	15

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## 1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [Working Together to Improve School Attendance \(applies from 19 August 2024\)](#), 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

We will also promote and support punctuality in attending lessons.

At Brunel College we understand that some students will have had attendance issues in their previous school. We endeavour to provide a fresh start for students arriving at Brunel College and will continuously monitor and address concerns at the earliest opportunity.

## 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 [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- 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 School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents> [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

<https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made> It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education 2025](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- Being in School Matters: Your guide to tackling low attendance: Thrive Publications Feb 2025
- Wiltshire Attendance Guidance September 2025 – July 2026

## 3. Roles and responsibilities

### 3.1 The Trustees

The Trustees are responsible for:

Setting high expectations of all school leaders, staff, pupils and parents

- Making sure school leaders fulfil expectations and statutory duties, including:
- Making sure the school records attendance accurately on SiMs, and shares the required information with the DfE, local authority and partner schools
- Making sure the school works 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

Holding the headteacher to account for the implementation of this policy

### 3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to Trustees
- 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 role schools to be able to do so

- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care plan (EHCP) has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

### **3.3 The designated senior leader responsible for attendance**

The designated senior leader (also known as the 'senior attendance champion') 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 e.g. REP's/ SAM's and TSM with the EWO.
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents 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

The designated senior leader responsible for attendance is Kerry Williams and can be contacted on 01722 786651 or [kwilliams@brunelcollege.co.uk](mailto:kwilliams@brunelcollege.co.uk)

### **3.4 The attendance officer**

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

The attendance officer is Kerry Williams and can be contacted on 01722 786651 or [kwilliams@brunelcollege.co.uk](mailto:kwilliams@brunelcollege.co.uk).

### **3.5 Receptionist**

The receptionist is responsible for recording attendance for both morning and afternoon sessions daily, using the correct codes (see Appendix 1), and submitting this information onto the schools SIMs.

### **3.6 School staff**

School staff will:

- Take calls from parents/carers about absence on a day-to-day basis and report to the Heads of Year/ receptionist via What's App.
- Transfer calls from parents/calls to Kerry Williams where appropriate, to provide them with more detailed support on attendance

### 3.7 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:

- Make sure their child attends every timetabled session on time
- Call the school to report their child's absence before 10am on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts/ REP's (Reduced Education Provisions) that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting Kerry Williams who can be contacted via [kwilliams@brunelcollege.co.uk](mailto:kwilliams@brunelcollege.co.uk) or 01722 786651

### 3.8 Pupils

Pupils are expected to:

- Attend every timetabled session, on time

## 4. Recording attendance

### 4.1 Attendance register

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

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site 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.

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

We will keep every entry on the attendance register for 6 years after the date on which the entry was made. The school day starts at 09.30 and ends at 14.30 Mon to Thursday and 13.45 on Friday Pupils must arrive in school by 10.00 on each school day.

The register for the first session will be taken at 10.00 and will be kept open until 10.30. The register for the second (PM) session will be taken at 13.00 and will be kept open until 13.30.

## 4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence **by 09.30 hrs or as soon as is practically possible**, by calling the school on **01722 786136** or by emailing or calling Kerry Williams (see details above)

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, 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, and parents will be notified of this in advance.

## 4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised if the pupil's parent notifies the school in advance of the appointment.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

## 4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as unauthorised absent, using the appropriate code

In the event of persistent lateness parents will be invited into school for a meeting with Kerry Williams and occasionally the Headteacher and other relevant representatives, to discuss reasons for lateness in hope of being able to support a more punctual arrival.

## 4.5 Following up unexplained absence

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may conduct a home visit.
- 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 – until then a N code will be used (Unknown).
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer.
- Where relevant, report the unexplained absence to the pupil's youth offending team officer and or social worker
- Where appropriate, offer support to the pupil and/or their parents 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 – see Section 5.2 below.

## 4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels in the end of term student reports (6 times a year) unless an attendance concern is raised prior to the report date. Attendance data will also be shared as part of School Attendance Meetings (SAM) and where appropriate in CIN meetings/ CPC/ and CGM's/ ESA's.

# 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 [2024 school attendance regulations](#). These circumstances are:

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

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

We define 'exceptional circumstances' as occasions where we accept it would be extremely difficult, unpractical or unreasonable for the student to attend school, due to circumstances beyond their control.

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

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 6 weeks before the absence, and in accordance with any leave of absence request form, accessible from Kerry Williams DSL or the Head of Year. The headteacher may require evidence to support any request for leave of absence.

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

- Illness (including mental-health 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) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(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
- 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
- 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

## 5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

### Penalty notices

In Wiltshire the Local Authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

Before issuing a penalty notice, the LA will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority.

- The penalty is £160 per child per parent if paid within 28 days. The penalty is reduced to £80 per child per parent if paid within the first 21 days
- If you do not pay the fine within 28 days, we have no option but to prosecute you in the Magistrates' Court. This could lead to a fine of up to £1,000 per parent per child.
- 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.

### 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

## 6. Strategies for promoting attendance

Brunel College values consistent and punctual attendance by all students and rewards accordingly at the end of each week.

There are also weekly rewards for 100% attendance of chocolate. Attendance will be demonstrated on the student notice boards in Year groups weekly. Also, the names of students who have the most improved attendance, as well as students for that week with 100% attendance.

Students will be able to view this information in the common room. Students will be encouraged to improve poor attendance by keeping them informed, as well as by offering support and advice on getting to school.

Students are reminded by posters and within our school culture/ ethos that poor attendance and punctuality has been proven to affect outcomes for students both emotionally and academically.

## 7. Supporting pupils who are absent or returning to school

### 7.1 Pupils absent due to complex barriers to attendance

Brunel College recognises that poor attendance can be an indication of difficulties in a student's life. This may be related to problems at home and or in school and barriers may be complex. Parents should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement, divorce/separation, incidents of domestic abuse.

It is important that these students are still expected to attend school regularly as attendance at school may serve to help with the underlying issue. Whereas being away from school might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attending in future.

The school will work closely with families and external agencies to identify any additional support that may be required.

Brunel College implements several strategies to support EBSA students and other barriers to learning by looking at their ACE's and using a trauma informed approach. Other strategies used will include:

- Understanding the individual needs of the pupil and family
- Working in partnership with the pupil and family to put in-school support in place and working with other the local authority and other agencies where external support is needed (and available)
- Regularly reviewing and updating the support approach to make sure it continues to meet individual needs.
- Discussion with parents and students to understand the individual needs of the pupil and family and aim to remove any barriers
- Student Attendance Meetings (SAM) and "attendance contracts"/ REP reviews.
- Referrals to support agencies/ Learning mentors/ Camhs/ School Nurse etc
- Pastoral support including Thrive/ ELSA/ 1:1 sessions/ AP external provisions

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

### 7.2 Pupils absent due to mental or physical ill health or SEND

Brunel College recognises that some students face greater barriers to attendance than their peers. These can include students who suffer from long-term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other student and therefore the attendance ambition for these students is the same as they are for any other student.

We ask all staff to reinforce messages about the importance of attendance and create a welcoming environment which encourages students to attend.

In working with their parents to improve attendance, we will be mindful of the barriers these students face and put additional support in place where necessary to help them access their full-time education. This will include:

Having sensitive conversations and developing good support for students with physical or mental health conditions. For example, making reasonable adjustments where a student has a disability or putting in place an individual healthcare plan where needed.

- Considering whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.

- Establishing strategies for removing the in-school barriers students may face, including considering support or reasonable adjustments for transport, routines, access to support in school and lunchtime arrangements.
- Ensuring joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance, recognising that such arrangements can be for a limited time only.
- Ensuring data is regularly monitored for these groups' meetings and in meetings with the local authority so that additional support from other agencies is accessed where necessary. In all cases, the school will be sensitive and avoid stigmatising students and parents and will talk to them, understand how they feel and what they think would help improve their attendance to develop individual approaches that meet an individual student's specific needs.

Where a pupil has an education health and care plan (EHCP) and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

### **7.3 Pupils returning to school after a lengthy or unavoidable period of absence**

Students will be supported after a lengthy or unavoidable period of absence by the DSL/ Senior Attendance Champion, Heads of Year, SENCO and all staff. The DSL or SENCO will visit at home if necessary/ requested and formulate a plan in conjunction with parents and any other agencies who may be involved externally with the student (e.g. YJW/ Social worker/ NHS/ Camhs). The EWS will be informed of any REP's which may facilitate a phased return, and all effort will be made to accommodate requests that will enable the transition as smoothly as possible.

## **8. Attendance monitoring**

### **8.1 Monitoring attendance**

The school will monitor attendance and absence data (including punctuality) fortnightly (and add to a spreadsheet tracker). This is monitored and analysed individually on the student directory.

Reports are provided to the Trustees on whole school and year group attendance and individually to parents half-termly. The partner schools and local authority depts are provided with the student's individual registration certificate weekly via email. Specific pupil information will be shared with the DfE on request.

### **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, and
- 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 attendance champion and the headteacher will

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, year groups or other cohorts that it has identified via data analysis. Students' attendance will be monitored and may be shared with the Local Authority and other agencies, if a student's attendance is a cause for concern. The spreadsheet is presented in year groups; every pupil's percentage total for that fortnight is colour coded: **GREEN** pupils with attendance 90 -100% **YELLOW** pupils with attendance 70-90% **RED** - pupils with attendance below 70%
- 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 severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to the Heads of Year and staff to facilitate discussions with pupils and families, and to the Trustees
- Use data to monitor and evaluate the impact of any interventions put in place to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a 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 2025
- Hold regular meetings with the parents 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 reengage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Seek advice from EWO and LA to implement sanctions, where necessary (see section 5.2, above)

## **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 Kerry Williams DSL/ Senior Attendance Champion. At every review, the policy will be approved by the Trustees.

## **10. Links with other policies**

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour 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>		
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

<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. Attendance Procedure

Day of Unexplained Absence	Action	Staff Member responsible
1	<ul style="list-style-type: none"> <li>If a student fails to arrive at school and no reason has been received by Lesson 2, all reasonable efforts should be made to contact parent/ carers to establish a reason for absence and the whereabouts of the student.</li> <li>Reasons and relevant absence codes are to be recorded on the attendance system and to staff as soon as a parent has made contact.</li> <li>The DT for CLA inform the virtual school on first day of absence.</li> <li>If there has still been no parental contact, the Heads of Year or Pastoral Managers will email parents, requesting they contact them urgently with reasons for absence.</li> </ul>	Receptionist/ Attendance Officer/ DT/ DSL/ HOY (Pastoral Managers PM)
2	<ul style="list-style-type: none"> <li>Further calls are to be placed to parents 30 mins after the start of the school day.</li> <li>If there is no contact or sighting of the student, the DSL will consider a home visit and if the parents/ carers are absent from the address – will leave a note similar in content to the email.</li> <li>Information will also be passed onto their Social Workers/ YJW, etc</li> </ul>	HOY/ PM DSL/SAC***
3	<ul style="list-style-type: none"> <li>If there are still concerns regarding the absence and wellbeing of the student and no contact has been established with parents – a safeguarding concern will be raised on My Concern.</li> <li>If the student is on role with Brunel College, this will be dealt with in accordance with the BC Safeguarding and Child Protection Policy and Attendance Policy by the DSL, SENCO or HOY/ DDSL.</li> <li>After reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and refers to the IFD as appropriate</li> <li>If the student is dual rolled, the DSL will pass the concern to the referring school and explain fully the concerns relating to the student and the efforts made.</li> <li>Consideration must be given to inviting parents to a School Attendance Meeting (SAM)* to address concerns.</li> </ul>	HOY/ SENCO/ DSL/ SAC/ DDSL
4	<ul style="list-style-type: none"> <li>Brunel College will continue to establish contact with parents using reasonable means at communication.</li> </ul>	HOY/DSL and SAC/ DDSL
5	<ul style="list-style-type: none"> <li>Brunel College will continue to establish contact with parents using reasonable means of communication.</li> <li>BC will follow local Wiltshire and DofE Attendance Guidance as per policy to inform the Local Authority**</li> <li>If there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.</li> <li>Dual rolled students – BC will liase with rolled schools regarding a previous highlighted attendance and welfare concern and assist with any actions as appropriate.</li> </ul>	DSL or SAC

**\*If attendance continues to deteriorate. Or reasons for absence are not authorised, then the school which student is on role has the responsibility to hold a SAM to address concerns and if necessary, refer into the EWS.**

**\*\* Students who have been failing to attend regularly or who are either**

- Absent from education persistently, or for prolonged periods and/or on repeat occasions
- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

**are always monitored and brought to the attention of the Headteacher, DSL, Roll School and LA according to the information from the BC Safeguarding and CP Policy. Students absent or missing from school are in danger of exploitation, abuse, neglect or county lines and this risk must always be assessed and addressed.**

**\*\*\* SAC = Senior Attendance Champion (who in our setting is the DSL)**