



**THE CITY OF  
LEICESTER**  
COLLEGE

# Attendance Policy 2024-25

|                            |                     |                                     |
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| <b>Approved by:</b>        | Full Governing Body | Date: 9 <sup>th</sup> December 2025 |
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| <b>Chair of Governors:</b> | <i>J S Andrews</i>  |                                     |

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## 1. Aims

At The City of Leicester College, we have high expectations with regards to school attendance. We work closely with our students and parents/carers to promote, instil, and celebrate ambitious attitudes towards a child's attendance and punctuality because we know that the child who has excellent school attendance is more likely to be the child who progresses well and achieves their full potential.

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 students
- Promoting ambitious attendance and the benefits of ambitious attendance for the individual student
- Ensuring every student has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Reducing absence, including persistent and severe absence
- Building strong relationships with families to ensure students have the support in place to attend school
- Taking every opportunity to promote and celebrate improving and excellent attendance
- We will also promote and support punctuality in attending lessons.
- Ensuring we make excellent use of attendance and absence data to identify and monitor trends and patterns at school, group, and individual level
- Ensuring we communicate priorities around attendance with all staff, so that all can contribute towards improve attendance and reducing absence

The City of Leicester College recognises that attendance is a matter for the whole school and its community. Therefore, our Attendance Policy should not be read in isolation and should be viewed in conjunction with the following college policies:

- Safeguarding and Child protection
- Behaviour
- Anti-Bullying
- Mental Health Policy
- Teaching and Learning Policy
- SEN and Disability Policy

## 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 \(Student Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Student Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a student's attendance: guidance for schools](#)

### 3. Roles and Responsibilities

The City of Leicester College believes that improved attendance at school can only be achieved if it is viewed as a shared responsibility of the school staff, governors, parents/carers, students, and the wider school community.

#### 3.1 The Governing Body

the Governing Body will:

- Promoting the importance of ambitious school attendance across the school's policies and ethos.
- Annually review the Attendance Policy and ensure the required resources are available to fully implement the policy.
- Make sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate
- Agree School attendance targets and submit these to the Governing Body each year, and report on performance.
- Monitor whole school attendance figures, including that of vulnerable and key groups.
- Ensure that the school has clear systems to report, record and monitor the attendance of all students, including those who are educated off-site.
- Ensure that there are procedures for collecting and analysing attendance data frequently to identify causes and patterns of absence.
- Ensure that data is understood and used to devise solutions and to evaluate the effectiveness of interventions.
- Request and hear reports on all matters related the college's progress on attendance on a termly basis at the relevant Governing body sub-committee.

This list is not intended to be exhaustive

#### 3.2 The Headteacher

The Headteacher will:

- Ensure that the importance and value of ambitious attendance is promoted to students and their parents/carers.
- Ensure that there is a named member of the Senior Leadership Team (SLT) to lead on attendance.
- Make sure school leaders fulfil expectations and statutory duties.
- Monitor whole school attendance figures, including that of vulnerable and key groups and ensure the senior leader in charge of attendance has a clear strategy to improve the attendance of these students.
- Monitor the impact of any implemented attendance strategies.
- Making sure school leaders fulfil expectations and statutory duties.
- Issuing fixed-penalty notices, where necessary, and/or authorising the Attendance/Welfare Officer to be able to do so.

#### 3.3 The Senior Leader in charge of Attendance

**The Senior Leader in charge of attendance is Jill Walton (Senior Deputy Headteacher) and she can be contacted via email at [jwalton@tcolc.aspirelp.uk](mailto:jwalton@tcolc.aspirelp.uk)**

- 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
- Ensure that the importance and value of ambitious attendance is promoted to students and their parents/carers.

- Ensure the consistent and effective implementation of this policy at the school.
- Improve whole school, key group, and individual attendance to agreed targets as set by the governing body and in line with national trends.
- Analyse attendance data frequently to identify causes and patterns of absence.
- Ensure that there is a whole school approach which reinforces good school attendance; with good teaching and learning experiences that encourage all students to attend and to achieve.
- Work alongside the college SENCo and with the parents/carers of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers.
- Actively promote the importance and value of good attendance to students and their parents/carers and maintain good working relationships.
- Monitor the implementation of the Attendance Policy and ensure that the policy is reviewed annually.
- Ensure that all staff are aware of the Attendance Policy and adequately trained to address attendance issues.
- Ensure that The Education (Student Registration) (England) Regulations 2006 and other attendance related legislation is complied with.
- Develop a multi-agency response to improve attendance and support students and their families.
- Ensure that systems to report, record and monitor the attendance of all students, including those who are educated off-site are implemented.
- Ensure that attendance data is collated, analysed frequently to identify causes and patterns of absence, devise solutions to evaluate the effectiveness of interventions.
- Develop a multi-agency response to improve attendance and support students and their families.
- Document interventions used to a standard required by the Senior Education Welfare Officer and Local Authority should legal proceedings be instigated.
- Line manage the Attendance/Welfare Officer
- Ensure attendance data is used well by leaders and tutors to address declining attendance at group and individual student level.
- Ensure attendance data is used well by leaders and tutors to celebrate improving and good standards of attendance at group and individual student level.
- Report attendance and other related issues to the Senior Leadership Team and Governing Body.

This list is not intended to be exhaustive

### 3.4 Attendance/Welfare Officer

**The Attendance/Welfare Officer is Reshma Thakrar, and she can be contacted via [rthakrar@tcolc.aspirelp.uk](mailto:rthakrar@tcolc.aspirelp.uk)**

- Ensure that the importance and value of ambitious attendance is promoted to students and their parents/carers.
- Work with the Senior Leader in charge of Attendance to improve whole school, key group, and individual attendance to agreed targets as set by the governing body and in line with national trends.
- Use systems to report, record and monitor the attendance of all students in KS3, KS4 and KS5, including those who are educated off-site are implemented.
- Be proactive in the early identification of increasing absence at individual and group level.
- Work specifically to improve the attendance of those students identified as persistent and severe absentees.
- Make first day absence calls, prioritising our most vulnerable students.
- Work with HOYs to identify and implement a range of strategies and interventions that lead to the improvement of an individual's attendance.
- Take responsibility for the college attendance rewards programme and promote this accordingly with the students, parents/carers, and staff.
- Ensure that The Education (Student Registration) (England) Regulations 2006 and other attendance related legislation is complied with.
- Oversee the student admissions process, including reporting information to the local authority.
- Sharing information from the school register with the local authority, including:
  - Notifying the local authority when a student's name is added to or deleted from the school admission register outside of standard transition times

- Providing the local authority with the details of students who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school sessions in a 10-week period
- Providing the local authority with the details of students who the school believes will miss 15 days consecutively or cumulatively because of sickness
- Document interventions used to a standard required by the Senior Education Welfare Officer and Local Authority should legal proceedings be instigated.
- Attendance/Welfare Officer will meet with the EWO in accordance with the agreed meeting schedule.
- Make decisions around fixed penalty notices in conjunction with the Senior Leader in charge of Attendance and the EWO.
- Organise and run attendance panel meetings with parents/carers.
- Work with families to identify why their children are not achieving full attendance. ascertain the probable causes of the absences and suggest and assist in the implementation of plans/action to resolve the situation, working closely with college staff, the child and the child's family.
- Line manage the Attendance Administrator.

This list is not intended to be exhaustive

### 3.5 Attendance Assistant

**The Attendance Assistant is Karamjit Kaur, and she can be contacted via email at [kkaur@tcolc.aspirelp.uk](mailto:kkaur@tcolc.aspirelp.uk)**

- Ensure that the importance and value of ambitious attendance is promoted to students and their parents/carers.
- Be a point of contact for the attendance line for parents/carers.
- Make first day absence calls, prioritising our most vulnerable students.
- Check register accuracy.
- Compile a daily list of those not completing registers and inform the Attendance leaders of where action needs to be taken.
- Ensure text messages are sent for absent students on first day.
- Complete the administration around fixed penalty notices.
- Support the attendance team with the day-to-day management of whole school attendance.

### 3.6 Heads of Year

- Actively promote the importance and value of ambitious attendance to students and their parents/carers and maintain good working relationships.
- Work with the Attendance Team to improve year group, key group, and individual attendance.
- Analyse attendance data frequently to identify causes and patterns of absence.
- Have good communication and contact with parents/carers, addressing concerns when there is a pattern of a student failing to attend school regularly without a good reason.
- Review students' attendance with the Attendance/Welfare Officer and identify any key groups and/or emerging patterns.
- Provide information, guidance, and advice around attendance for the team of year group tutors.
- Talk to students about the value of education and the importance of attendance.
- Promote attendance promotions, competitions, and rewards with the year group.

This list is not intended to be exhaustive

### 3.7 Tutors/Teachers will:

- Actively promote the importance and value of ambitious attendance to students and their parents/carers.
- Form positive relationships with students and parents/carers, discussing where appropriate patterns of absence and lateness with the student and their parent carer and how these can be improved.
- Contribute to a whole school approach which reinforces good attendance at school, with

- good teaching and learning experiences that encourage all students to attend and achieve.
- Comply with The Education (Student Registration) (England) Regulations 2006 and other attendance related legislation.
- Analyse attendance data to identify causes and patterns of absence.
- Contribute to the evaluation of school strategies and interventions.
- Work with other agencies to improve attendance and support students and their families.
- Complete all registers accurately within the first 5-10 minutes of the morning registration period and/or lesson, notifying the Behaviour and Team of any missing students.

### **3.8 Parents and Carers**

Where this policy refers to a parent/carer, 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)
- Actively promote the importance and value of ambitious attendance to their child.
  - Contact the school by 8.30am if their child is absent to let them know the reason why and the expected date of return; follow this up with a note where possible.
  - Talk to their child about school, taking a positive interest in their child's work and educational progress.
  - Provide the school with more than 1 emergency contact number for their child
  - Try to avoid unnecessary absences, ensuring that, where possible, appointments for their child are made outside of the school day
  - Where the school raises a concern about attendance, work with the school to develop improved habits towards attendance.
  - Ensure their child has a well-established morning routine, which supports the college's expectation of excellent punctuality to school and to lessons.
  - Instil the value of education; encourage their child to look to the future and have aspirations.
  - Ask the school for help if their child is experiencing difficulties.
  - Inform the school of any change in circumstances that may impact on their child's attendance.
  - Support the school; take every opportunity to get involved in their child's education, form a positive relationship with the College and acknowledge the importance of children receiving the same messages from both The City of Leicester College and home.
  - Encourage routine at home, for example, bedtimes, homework, preparing school bag and uniform the evening before.
  - Not keep their child off school to go shopping, to help at home or to look after other members of the family.
  - Avoid taking their child on holiday during term-time. If there are exceptional circumstances, they will write to the Head Teacher.

### **3.9 Students**

At The City of Leicester College, we recognise that not every child can achieve an attendance of 100% due to personal barriers and limitations, such as hospital appointments and extended illness. However, all students are expected to:

- Have personally ambitious attendance to school, demonstrating through TCOLC Character, excellent or improving habits towards their attendance and/or punctuality.
- Have understanding that ambitious attendance is directly linked to performance and achieving one's potential.
- Attend every timetabled session on time to ensure they make the most of their learning opportunities.



## **4. Recording Attendance**

### **4.1 Attendance register**

We will keep an attendance register and place all students 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, this will commonly be referred to as the child's AM and PM mark. By recording attendance, it will mark whether every student 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:

- For students in Years 7-11, whether the absence is authorised or not
- The nature of the activity if a student is attending an approved educational activity
- The nature of circumstances where a student is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for the student's time at The City of Leicester College, plus an additional 6 years after their leaving date.

Students must arrive in school by 8.30am on each school day. The register for the first session will be taken at 8.30am and will be kept open until 9.00am. The register for the second session will depend on the student's year group as follows:

- Years 8 & 10 will be taken at 12.25pm
- Years 7, 9, & 11 will be taken at 1.10pm

### **4.2 Unplanned absence**

The parent/carer must notify the school on the first day of their child's unplanned absence by 8.30am or as soon as practically possible by calling the school (0116 2413984 option 2) and reporting your child's absence. You should be prepared to give a specific reason for your child's absence.

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 and/or the authenticity of the illness is in doubt; the school may ask the student's parent/carer to provide 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 with the authenticity of the illness, the absence will be recorded as unauthorised, and parents/carers will be notified of this in advance.

### **4.3 Planned absence**

Attending a medical or dental appointment will be counted as authorised if the student's parent/carer notifies the school in advance of the appointment and can provide evidence of this appointment, e.g., a screen shot or photo of the appointment letter. However, we encourage parents/carers to make medical and dental appointments out of school hours wherever possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary, so that lost learning time is kept to a minimum.

To notify the college of planned absence the parent carer should either phone the college (0116 2413984 option 2) or email [office@tcolc.aspirelp.uk](mailto:office@tcolc.aspirelp.uk)

The student'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 to find out which term-time absences the school can authorise.



#### 4.4 Lateness and punctuality

A student 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 absent, using the appropriate code

When a student is late after the 8.30am bell and a valid reason has not been provided for their lateness, a detention will be issued. When poor punctuality becomes a habit, parent/carers should expect the school to contact them to discuss how improved attitudes towards punctuality can be established; the child should also expect increased monitoring, e.g., punctuality report, agreement for the child to attend breakfast club.

#### 4.5 Following up unexplained absence

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

- Call the student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where the absence continues without an explanation, safeguarding procedures will be implemented
- If the school cannot reach ascertain contact, including that of the student's emergency contacts, the school may use the following:
  - Complete a safe and well check home visit
  - Speak to neighbours to ascertain family whereabouts
  - Call the police
  - Call children's social care/duty and advice
  - Speak to the college's Education Welfare officer

#### 4.6 Reporting to parents/carers

Parents/carers may access daily attendance data about their child via the SIMS Parent app. In addition, we report attendance data, including absence and number of lates once per term through the child's performance report. However, should a parent wish to discuss their child's attendance and/or absence in further detail and what support is available from the school then they should either contact their child's tutor via email

Example: (insert tutor's initial and surname)[@tcolc.aspirelp.uk](mailto:jsmith@tcolc.aspirelp.uk) e.g., [jsmith@tcolc.aspirelp.uk](mailto:jsmith@tcolc.aspirelp.uk)

Or a parent/carer may wish to speak to the college's Attendance/Welfare Officer, Reshma Thakrar

[rthakrar@tcolc.aspirelp.uk](mailto:rthakrar@tcolc.aspirelp.uk) / 01162 413984 ext.144

## 5. Authorised and unauthorised absence

### 5.1 Approval for term-time absence

The headteacher will allow students 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 student 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 student is authorised to be absent for.

The school considers each application for term-time absence individually, considering the specific facts, circumstances, and relevant context behind the request. Any request should be submitted as soon as it is anticipated and, where possible, at least 8 weeks before the absence. The headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- 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 student's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller students 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 student is attending educational provision
- Attending work experience
- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending provision arranged by the local authority
- If there is any other unavoidable cause for the student 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
- Other possible 'exceptional circumstances' where the [headteacher/head of school] may grant term-time holiday
- Representing the country in an international sports tour
- Exceptional opportunities, e.g. Elite performing arts performance

## 5.2 Sanctions

The City of Leicester College 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

The headteacher (or someone authorised by them), local authority or the police 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.

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 student
- 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 student'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, 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 must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same student, the parent must pay £160 if

paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the student must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

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

### **Notices to improve**

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

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

They will include:

- Details of the student'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. Supporting students who are absent or returning to school**

The City of Leicester College recognises that poor and/or declining attendance is often an indication of difficulties in a child's life. This may be related to problems at home and/or at The City of Leicester College. We encourage parents/Carers to communicate with the College and to make us aware of any difficulties and/or changes in circumstances affecting their child's attendance and or behaviour in school. By working with the parents, we can ensure that we support the child in the best way possible and identify interventions that can make a real difference to the child.

- a. The City of Leicester College also recognises that some students are more likely to require additional support to attain good attendance, for example, those students with physical or mental health needs, looked after children, SEND and disadvantaged and those who are recognised as particularly vulnerable.
- b. The College will implement a range of universal and bespoke strategies to support improved attendance and punctuality which includes:
  - Tiered intervention system
  - Breakfast club
  - Tiered system of letters
  - Discussion with parents/carers and student
  - TCOLC Character programme
  - Attendance panel meetings with the TCOLC Attendance/Welfare Officer and EWO
  - Recommended referrals to support agencies, E.g. Early Help
  - Behaviour support
  - Informal parental meetings, including appointments available at parents' evenings
  - Reintegration support packages
  - Time limited part time timetables and adjusted timetables
  - Universal and bespoke Rewards
  - Home visits
  - Early morning calls

- Funded transport
- Mentoring
- Mental health support through the school's mental health team

The above list is not exhaustive

- c. We will meet with families where there are concerns, 'we' will listen, review and work with parents to ensure the support is right. Support offered to families will be centred around the student and planned in discussion and agreement with both parents/carers and students.
- d. Where parents/carers fail or refuse to engage with the support offered and further unauthorised absence occurs, The City of Leicester College will discuss with the Senior Education Welfare Officer who will consider a referral to the Local Authority, Education Welfare Service.

For more information regarding the Local Authority information can be found at:

- <https://www.leicester.gov.uk/schools-and-learning/school-and-colleges/attendance-behaviour-and-welfare/>

### **6.1 Students absent due to complex barriers to attendance**

We recognise that student absence is sometimes because a child has several complex barriers due to mental and/or physical ill health or SEND. This usually means we need to work closely with the child and their parent/carer to provide a range of well-suited adjustments and support to remove any in-school barriers to attendance. Adjustments and strategies are always personalised for the individual child but may include:

- Regular parental meetings and review
- Daily/morning check-ins
- Small group teaching
- Part-time phased return timetable
- SEMH TA support
- SEMH Teacher referral
- Mentoring
- Online home learning
- CHS Magpie Centre
- Emergency annual review
- Zones of regulation
- ELSA work
- Review of KS4 options
- Allocation of TA/Keyworker
- Rest breaks
- Sensory room time
- TCOLC counselling referral
- Catch-up work support with HLTA

This list is not exhaustive.

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

### **6.2 Students returning to school after a lengthy or unavoidable period of absence**

When a student has returned to school following a lengthy or unavoidable period of absence, e.g. for a medical reason, we work with the child and their family to identify the most appropriate support available, this often includes:

- Initial support planning meeting with Head of Year and Attendance/Welfare Officer
- Phased return timetable
- Core subject catch-up work with HLTA
- Mentoring
- Daily check-in with Head of Year/Mentor/Attendance/Welfare Officer

This list is not exhaustive.

## 7. Attendance monitoring

At the City of Leicester College, we use attendance and absence data well to identify academic trends and students and cohorts that require additional support with attendance. Empowered with this information, we can act swiftly to intervene and support groups and individuals to reduce the risk of further absence from school.

### 7.1 Monitoring attendance

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

Specific student information will be shared with the DfE on request.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will 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.

### 7.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify students, groups or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these students and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Identify students 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

### 7.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students 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 stakeholders to facilitate discussions with students and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and student 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 student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

### 7.4 Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student 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 2024
- Have regular contact, ideally in the form of meetings with the parents of students who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - 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. For example, provide funded transport to school; support the parent/carer with an Early help referral, in conjunction with the Local Authority

- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

## **8. Strategies for promoting attendance**

At The City of we believe in recognising and celebrating improving and excellent attendance. We promote the importance of ambitious attendance and punctuality through our TCOLC Character programme, and personal development offer. We emphasise to our students that excellent attendance is a behaviour that should not only be thought of whilst at school, but one that should be habitual for life. Furthermore, we support students and their parent/carer to understand that attendance and performance are undeniably linked and those students who achieve their potential and make the most progress are also the ones who have the best attitudes towards attendance.

We have a range of universal and bespoke reward strategies to acknowledge the efforts that students go to improve their attendance and/or to secure ambitious attendance, these include:

- Termly Year group trophy competitions
- Random acts of kindness
- November dip competition
- Festive competitions
- Attendance certificates
- Most improved and improving attendance
- Annual Attendance
- Tutor group
- Jump the queue passes for improved attendance
- 1-week challenges
- KS3 Weekly line-up acknowledgement and reward
- KS4 end of term reward

The above list is not exhaustive.

## **9. Monitoring and reviewing the policy**

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every 12 months] by Jill Walton (Senior Deputy Headteacher). At every review, the policy will be approved by the full governing board.

## Appendix 1 – Attendance Session Codes

| Present                             |  |
|-------------------------------------|--|
| /\                                  | Present (AM, PM)   |
| L                                   | Late (before registers closed)   |
| %*                                  | Not in timetabled lesson due, e.g. mentoring   |
| Approved Education Activity         |  |
| B                                   | Attending any other approved educational activity (changed definition from August 2024)  |
| K                                   | Attending education provision arranged by the local authority (new from August 2024)   |
| V                                   | Education visit or trip  |
| W                                   | Work experience  |
| Authorised Absence                  |  |
| C                                   | Leave of absence for exceptional circumstance (changed definition from August 2024)  |
| C1                                  | Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad (new from August 2024)           |
| C2                                  | Leave of absence for a compulsory school age student subject to a part-time timetable (new from August 2024)   |
| E                                   | Suspended or permanently excluded and no alternative provision made  |
| I                                   | Illness (NOT medical or dental etc. appointments)  |
| J1                                  | Leave of absence for the purpose of attending an interview for employment or for the admission to another educational institution (new from August 2024) |
| M                                   | Leave of absence for attending a medical or dental appointment (proof required)  |
| R                                   | Religious observance   |
| S                                   | Leave of absence for the purpose of studying for a public examination  |
| T                                   | Parent travelling for occupation purposes  |
| Unauthorised Absence                |  |
| G                                   | Holiday not granted by the school  |
| N                                   | Reason for absence not yet established   |
| O                                   | Absent in other or unknown circumstances   |
| U                                   | Arrived in school after registration closed  |
| Not counted in possible attendances |  |
| D                                   | Dual registered in another school (i.e. student is attending another school)   |
| Q                                   | Unable to attend school because of lack of access arrangements (new from August 2024)  |
| X                                   | Non-compulsory school age student not required to attend school  |
| Y1                                  | Unable to attend due to transport normally provided not being available (new from August 2024)   |
| Y2                                  | Unable to attend due to widespread disruption to travel (new from August 2024)   |
| Y3                                  | Unable to attend due to part of the school premises being closed (new from August 2024)  |
| Y4                                  | Unable to attend due to the whole school site being unexpectedly closed (new from August 2024)   |
| Y5                                  | Unable to attend as student is in a criminal justice detention (new from August 2024)  |
| Y6                                  | Unable to attend in accordance with public health guidance or law (new from August 2024)   |
| Y7                                  | Unable to attend because of any other avoidable cause (new from August 2024)   |
| Z                                   | Student not on admission register  |
| #                                   | Planned whole school closure (changed definition from August 2024)   |



## **Appendix 2 – Improving Attendance Thresholds**

The following table shows the absence thresholds the Attendance team work to and a list of example actions that may be employed to celebrate excellent or improving attendance and of the work we will do with a student and their parent to overcome barriers to absence. However, we recognise that we cannot use a one size fits all approach and will always aim to work with the student and their parent to overcome individual challenges and absence barriers to ensure improved attendance.

| <b>Threshold</b>   | <b>Example Actions</b>  |
|--|---|
| <b>97% -100%</b>   | <ul style="list-style-type: none"> <li>✓ Celebrations as part of TCOLC character programme</li> <li>✓ Monitor through weekly attendance tracker</li> </ul>  |
| <b>97%-95%</b>   | <ul style="list-style-type: none"> <li>✓ Celebrate improving attendance through TCOLC character programme</li> <li>✓ Communication with the student to establish reason for decline in attendance</li> <li>✓ Monitor improving/declining attendance through weekly attendance tracker</li> </ul>  |
| <b>Below 95%</b><br>The child's declining attendance will be impacting upon their performance and personal development | <ul style="list-style-type: none"> <li>✓ Attendance Letter 1 sent home to parent/carer</li> <li>✓ Highlighting support available and number of days missed</li> <li>✓ Monitor improving/declining attendance through weekly attendance tracker</li> </ul>   |
| <b>Below 93%</b><br>The child is at risk of becoming persistently absent   | <ul style="list-style-type: none"> <li>✓ HoY/Tutor communication to discuss ongoing decline in child's attendance, Identify barriers and support.</li> <li>✓ Highlighting support available and number of days missed</li> <li>✓ Monitor improving/declining attendance through weekly attendance tracker</li> </ul>  |
| <b>Below 90%</b><br>The child is now Persistently Absent   | <ul style="list-style-type: none"> <li>✓ Letter 2 sent home to parent/carer highlighting school support available to overcome absence barriers</li> <li>✓ Parent offered face to face meeting to discuss absence barriers and available school support</li> <li>✓ Attendance intervention as appropriate, e.g. mentoring</li> <li>✓ Bespoke attendance rewards</li> <li>✓ Monitor improving/declining attendance through weekly attendance tracker</li> </ul> |
| <b>Below 85%</b>   | <b>Informal Support</b> <ul style="list-style-type: none"> <li>✓ Letter 3 sent to parent informing of referral to EWO</li> <li>✓ Contact meeting with EWO and Attendance and Welfare Officer</li> <li>✓ Complete attendance support plan with parent</li> <li>✓ Monitor improving/declining attendance through weekly attendance tracker</li> </ul>   |
| <b>70 -80%</b><br>Child's attendance continues to decline  | <b>Formal Support</b> <ul style="list-style-type: none"> <li>✓ Formal meeting with EWO and Attendance/Welfare Officer</li> <li>✓ Review, amend and complete attendance support plan 2 with student</li> <li>✓ Monitor improving/declining attendance through weekly attendance tracker</li> </ul>   |
| <b>Below 66%</b><br>Child at risk of severe absence  | <ul style="list-style-type: none"> <li>✓ Parent has failed to engage with support provided from the school and/or EWO.</li> <li>✓ School joint panel meeting</li> <li>✓ Penalty notice is likely to be issued.</li> </ul>   |
| <b>50% and below</b><br>The child is now severely absent   | Where all other avenues have been exhausted, and support is not working or being engaged with enforce attendance through statutory prosecution to protect the child's right to an education.  |