



Attendance Policy

Swakeleys School for Girls

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ROLE/ORGANISATION	NAME	CONTACT DETAILS
Attendance Champion/Designated safeguarding lead (DSL)	Mrs Gilly Hare	ghare@swakeleys.org.uk
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Attendance Officer	Mrs Karin Parker	kparker28@swakeleys.org.uk
Education Welfare Officer (WPA)	Ms Kelly McEntee	kmcentee2@swakeleys.org.uk
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1. Aims

At Swakeleys School For Girls, our core values underpin our approach to attendance. Students are educated in a diverse and respectful environment, where they are kind to each other. Trust is built through understanding the needs of individual students and their families in order that they be resilient and successful in their approach to attendance.

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the statutory guidance on [Working together to improve school attendance](#) from the Department for Education (DfE). We aim to achieve this through our whole-school culture and ethos that values good attendance, which includes:

- 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.

2. Legislation and guidance

This policy is based on the DfE's statutory guidance on [Working together to improve school attendance](#) 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 7 of the [Education and Inspections Act 2006](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- The [Equality Act 2010](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- [Ofsted's 2025 framework toolkit](#)

3. Roles and responsibilities

3.1 The Board of Trustees

The Board of Trustees is responsible for:

- Setting high expectations of all school leaders, staff, students and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, 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 students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students 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 students' 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 students, 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

The Education Committee is responsible for the monitoring of attendance and will report to the Board of Trustees.

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 students
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising WPA the school's Education Welfare Service, to be able to do so with the help of the attendance officer and school attendance lead.
- Working with the parents 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
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents through all available channels

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with students, 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 students and their parents/carers
- Delivering targeted intervention and support to students and families

The designated senior leader responsible for attendance is Mrs Gilly Hare.

Contact details:

Tel: 01895251962

E mail: ghare@swakeleys.org.uk

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data alongside the school attendance champion
- Benchmarking attendance data to identify areas of focus for improvement alongside the school attendance champion
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the WPA (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Mrs Karin Parker and can be contacted on 01895 251 962

3.5 Class Teachers and Form Tutors

Form tutors are responsible for recording morning attendance on the registers, and class teachers are responsible for recording afternoon attendance on the register which is taken during period 4. This is on a daily basis, using the correct codes (see Appendix 1). Class teachers are responsible for making lesson by lesson attendance and must notify attendance of any discrepancies with the morning or afternoon mark by e mailing attendance@swakeleys.org.uk in the first 10 minutes of the lesson. Form tutors are responsible for making contact with families where punctuality or poor attendance is an emerging problem and are the first point of contact.

3.6 Office and administrative staff

School administrative staff will:

- Take calls and e mails from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the YLC, a member of LG or DSL where appropriate, in order to provide them with more detailed support on attendance

3.7 Parents/carers

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 day and every lesson on time
- Call the school to report their child's absence before 8.30am on the day of the absence and each subsequent day of absence (unless medical evidence has authorised a period 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 that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the Year Learning Co-ordinator for the child's year group (YLC).

3.8 Students

Students are expected to:

- Attend school every day, on time
- Attend every timetabled session, on time

4. Recording attendance

4.1 Attendance register

We will keep an electronic 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. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Student Registration) (England) Regulations 2024, 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:

- Whether the absence is authorised or not
- The nature of the activity, where 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 6 years after the date on which the entry was made.

The school day starts at 8.30am and ends at 3.20pm (Year 7 3.10pm) with the exception of Tuesday when the finish is at 2.15pm (Year 7 2.05pm).

Students must arrive in school by 8.30am on each school day.

The register for the first session will be taken at 8.40am and will be kept open until 9am. The register for the second session will be taken at 1.15pm and will be kept open until 1.45pm. Students who arrive late while the register is open will be marked as late for the session.

4.2 Unplanned absence

The student's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30am or as soon as practically possible, by calling the school on 01895251962 or by e mailing attendance@swakeleys.org.uk.

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

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

Attending a medical or dental appointment will be counted as authorised as long as the student's parent notifies the school in advance of the appointment by e mailing attendance@swakeleys.org.uk.

The student's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence.

Requests for exceptional leave may need to be supported with appropriate evidence. Where necessary this will be requested by the school.

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. Ongoing concerns about punctuality will result in a referral to the YLC, who will initiate attendance and punctuality report and parental contact. A late on any day will result in a zero tolerance detention being set at lunch time on the following day. Non attendance at this detention or multiple instances of lateness will result in Leadership Group detention.

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:

- Contact the student's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school may refer the matter to other services such as social care or the police if appropriate. If the school has welfare concerns a home visit by the school may be initiated.
- 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 student was absent
- 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 student's youth offending team officer or social worker
- Where appropriate, offer support to the student and/or their parents to improve attendance
- Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals

- Where support is not appropriate, not successful, or not engaged with issue a notice to improve, penalty notice or other legal intervention as appropriate

➤ 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 via calendared school reports.

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 as set by the school
- 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.

We will consider exceptional circumstances on a case by case basis. As a leave of absence will only be granted in exceptional circumstances, it is highly unlikely a leave of absence will be granted for the purposes of a family holiday.

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, using the Request for **Exceptional Leave Form**, accessible via the school web site. 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
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student'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. ***Please note that additional days will not be granted, even if the observance falls at a weekend.***

- 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 student is attending educational provision
- If the student is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a student 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 student is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience and shadowing
- 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

Religious Observance and Exceptional Leave

The school will make every effort to take religious observance into account each year when creating the school calendar, and will explore the feasibility of school holiday days being used to support attendance when large groups of students are expected to be absent due to religious observance. Where days of religious observance are requested the school will consider applications for single days of absence where a recognised day of observance falls outside the school holidays or a weekend.

Parents may request one day of religious observance in any academic year by e mailing attendance@swakeleys.org.uk. The R code will be applied on a day that has been set aside for religious observance by a religious body. The R code will only be applied to the day on which the observance takes place, not any subsequent days. The R code can be applied once in any academic year in accordance to DFE attendance guidance. On occasion the school may ask for details of the religious body that the family belong to in order to gain more information about a named day of religious observance. Please note that if a second day of religious observance is requested this cannot be coded as religious observance. In this instance an application for exceptional leave must be made

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

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

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).

Each parent who is liable for the student's offence(s) can be issued with a penalty notice.

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.

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. Strategies for promoting attendance

Rewards aim to recognise and encourage good/improved attendance and punctuality. Rewards come in these different forms:

- ◆ Termly and yearly individual certificates for 100% attendance
- ◆ Termly certificates for 97% attendance
- ◆ Termly certificate for improved attendance
- ◆ Half Termly attendance league
- ◆ 100% non-uniform Friday
- ◆ End of term attendance prize draw
- ◆ Values Badge
- ◆ Weekly epraise points for 100% attendance
- ◆ Projects such as GOAL95 and On Track Elite

7. Supporting students who are absent or returning to school

7.1 Students absent due to complex barriers to attendance

Students who are absent due to complex barriers to attendance will be allocated to the Family Liaison officer or a member of the safeguarding team who will work closely with the family, the YLC, the welfare team at school and any external agencies to ensure access to education. In this case the school will consider whether a short period of alternative provision, usually combined with time in school, is appropriate. Any agreed programme will aim to help the student reintegrate into the school as soon as possible. The school will offer a Stronger Families referral and any other support referrals that may be appropriate such as parenting courses and Young Carers. The YLC will be best placed to advise on any structural changes e.g. changes of form, timetable changes that may be helpful to the reintegration.

7.2 Students absent due to mental or physical ill health or SEND

Students who are absent due to mental or physical ill health or SEND will be allocated to the Family Liaison officer, the SENDCO or the safeguarding team who will work closely with the family, the YLC, the welfare team at school and any external agencies to ensure access to education.

In the case of ill health a health plan will be drawn up after a meeting is convened and any relevant medical professionals are invited along with the school nursing team and family members. At this meeting any required alternative arrangements will be discussed. Decisions will be supported, where possible, with medical evidence. This evidence may be written in the form of a letter or report, or given verbally by an expert attending a meeting.

In the case of a SEND student the SENDCO/appropriate team member will liaise with the YLC and attendance team to agree an appropriate plan. 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 are related to the student's needs, the school will inform the local authority.

In the above cases school will consider whether a bespoke reintegration timetable or a short period of alternative provision, usually combined with time in school, is appropriate. Any agreed programme will aim to help the student reintegrate into the school as soon as possible. The school will offer a Stronger Families referral and any other support referrals that may be appropriate such as parenting courses/Young Carers. The YLC will be best placed to advise on any structural changes e.g. changes of form, timetable changes, that may be helpful to the reintegration.

Alternative provision that is external to the school/longer term bespoke timetables will only be agreed in exceptional cases and when other approaches have not proved effective. Any alternative provision will be for an agreed period with a view to reintegrating the student back into school. Alternative provision offers will usually have an in school element in order that students are best prepared for exams and assessments that take place on site, and that they do not become socially isolated.

7.3 Students returning to school after a lengthy or unavoidable period of absence

Any student returning to school after a length absence may require additional support. The YLC will co-ordinate any actions to support this student and make any referrals to school support such as counselling via Place2Be/MHST or mentoring.

8. Attendance monitoring

School attendance data is analysed weekly to identify any trends, patterns or students that may cause concern.

Attendance data is analysed on a fortnightly basis at line-management level and trends are reported back at the Leadership meeting. Analysis and monitoring includes a meeting between the attendance officer and the attendance champion as well as year group discussions. The attendance champion uses tools such as FFT Aspire and the DFE attendance web page to scrutinise trends that may require action. The attendance champion circulates a termly summary report to the

Leadership Group and Pastoral Team, as well as a report to the Board of Trustees via the Education Committee meeting.

8.1 Monitoring attendance

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

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

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 Board of Trustees.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify students, groups or cohorts that need additional support with their attendance
- 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

8.3 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
- Provide regular attendance reports to Year Teams to facilitate discussions with students and families, and to the governing board and school leaders (including the special educational needs co-ordinator, designated safeguarding lead and student premium lead)
- 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

8.4 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
- Hold regular calls/meetings with the parents of students who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary

The school may place a student on an attendance mentoring programme to support attendance. The school will also use meetings and letters to communicate with families and to inform them of attendance issues. It is important to the school that families feel they can share any reasons for poor attendance and referrals to the school Family Liaison Officer may be made to facilitate this process. Referrals to WPA who provide the school's education welfare officer may also be made.

9. Attendance In The Sixth Form

9.1 Policy Statement

At Swakeleys 6th Form, we recognise the vital link between attendance, achievement, and safeguarding. We are committed to ensuring that all sixth form students attend school regularly and punctually. High levels of attendance support academic success and personal development, and prepare students for the expectations of higher education and employment.

In 6th Form if a student has an independent study period, they will not be registered for this period. Students are able to choose where they study during these periods and are allowed off site. If students are leaving the school site, they must sign out with the 6th Form office and sign back in when they return. Failure to sign out, will result in a lunch time detention.

The privilege of leaving the school site during independent study periods can be taken away from a student if they have a pattern of truanting and or lateness to lessons.

9.2. Aims

- To promote excellent attendance and punctuality as the norm.
- To ensure all absences are accounted for and appropriately authorised.
- To identify and address patterns of absence or lateness early.
- To work in partnership with parents/carers and students to remove barriers to attendance.

9.3. Attendance Expectations

- Students are expected to attend all timetabled lessons, assemblies, supervised study periods, form times, and compulsory enrichment activities.
- Minimum expected attendance is 95%. Patterns of absence will be monitored.
- Medical appointments should, where possible, be arranged outside of school hours.
- Holidays during term time will not be authorised except in exceptional circumstances.

9.5 Registration

- Registers are taken promptly at the start of each lesson using SIMS.
- Unexplained absences are followed up by the Sixth Form team on the same day, using IRIS absence call.

9.6 Reporting Absence

- Parents/carers must notify the school of a student's absence by 8:30am each day, stating the reason and expected return date.
- For planned absences (e.g. university open days, interviews), a request form must be submitted in advance to the Head of Sixth Form using the exceptional leave form.

9.7 Authorised and Unauthorised Absence

- Absences will only be authorised for genuine reasons: illness, bereavement, religious observance, or essential appointments.
- Unauthorised absences include holidays in term time, truancy, and unexplained absences.

9.8 Monitoring and Intervention

Attendance is monitored weekly by the Sixth Form team and analysed monthly to agree interventions.

Students will be identified for intervention if at any point after half term 1 the student's attendance drops below 95% attendance. The process can begin earlier if a student has missed 4 or more days in the first month of the academic year.

The following staged process will be used:

Stage	Trigger	Action
1	Below 95% attendance after Half term1 or student missing 4 or more days in first month of term	• Phone call by Pastoral Lead (PL) or 6th Form Admin Team to parents to identify any particular reasons. • Letter sent to outline attendance expectations and intervention process if concerns remain. • Form Tutor (FT) to meet with student and record conversation on CPOMs
2	No improvement in attendance from Stage 1 after 4 weeks (or deterioration at a later stage in the Year)	• FT attendance monitoring • Letter home is sent by 6th Form Admin team. • FT rings home to confirm the period of report. • FT meets with the student once per week to discuss progress with attendance. • 4 week review to decide further action (this could include being removed from attendance monitoring if attendance has improved to above 95% for the period, remaining on attendance monitoring if student has achieved above 90% but below 95% target or moving on to Stage 3 intervention if there is a deterioration to below 90%.
3	Below 90% attendance after Stage 2 intervention (or deterioration at a later stage in the year)	• Attendance meeting 1 arranged with parents, student and PL. First warning issued that student may be disapplied from one or more subjects if attendance does not improve. • Attendance contract 1 is agreed (see contact proforma below) • PL meets with the student once per week to discuss progress in fulfilling their attendance contract. • 4 week review to decide further action (this could include being removed from attendance monitoring if attendance has improved to 95% or above, remaining on attendance monitoring if student has achieved above 90% but below 95% target or moving to on to Stage 4 intervention if no improvement / deterioration)

Stage	Trigger	Action
4	Failed to meet expectations of Attendance contract 1 (or deterioration at a later stage in the Year)	- Attendance meeting 2 arranged with parents, students and Head of 6th Form. Final warning given issued that student will be disapplied from one or more subjects if attendance does not improve. - Attendance contract 2 is agreed (see contact proforma below) - Head of 6th meets student once per week to monitor progress. 4 week review to decide further action (this could include being removed from attendance monitoring if attendance has improved to 95% or above for the contract period, remaining on attendance monitoring if student has achieved above 90% but below 95% or moving to stage 5 – disapplication meeting)
5	Failed to meet expectations of attendance contract 2 and attendance falling to below 85% in one or more subjects (or deterioration at a later stage in the Year)	- Disapplication meeting arranged with parents and students with Head teacher and Head of 6th Form. - Decision made regarding whether the student will be disapplied and from which subjects (any subject where attendance is below 85% will be considered)

9.9 Communication and Support

- Regular attendance updates will be shared with parents via fortnightly text messages, progress check reports and direct contact as needed.
- Support will be offered where there are genuine barriers to attendance, such as pastoral support, counselling, or reasonable adjustments.

Sanctions

- Truancy of a lesson (unauthorised absence) will result in a 6th form after school detention to catch up work missed.
- Persistent non-attendance (below 85%) in a subject may lead to the student being formally disapplied from that subject. This means the student will no longer be permitted to attend or be entered for public examinations in that subject. This decision will be made by the Head teacher in consultation with Head of Sixth Form with subject leaders and parents, following a formal review process (as outlined above)
- Persistent non-attendance (below 85%) across multiple subjects may result in a review of the student's place in the sixth form.

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the school Deputy Head/Attendance Champion. At every review, the policy will be approved by the full Board of Trustees.

11. 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)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Student 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	Student is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Student is participating in a supervised sporting activity approved by the school
W	Attending work experience	Student is on an approved work experience placement
B	Attending any other approved educational activity	Student is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Student is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Student is undertaking employment (paid or unpaid) during school hours, approved by the school

M	Medical/dental appointment	Student is at a medical or dental appointment
J1	Interview	Student has an interview with a prospective employer/educational establishment
S	Study leave	Student has been granted leave of absence to study for a public examination
X	Not required to be in school	Student of non-compulsory school age is not required to attend
C2	Part-time timetable	Student is not in school due to having a part-time timetable
C	Exceptional circumstances	Student has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Student is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Student is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Student is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Student has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Student is unable to attend school because the local authority has failed to make access

		arrangements to enable attendance at school
Y1	Transport not available	Student is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Student is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every student absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Student is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Student's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Student is absent for the purpose of a holiday, not approved by the school

N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Student has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective student not on admission register	Student has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Useful Acronyms

YLC	Year Learning Co-ordinator
LG	Leadership Group
EWO	Education Welfare Officer
LA	Local Authority

Exceptional Leave

Please see the table below for guidance on requests for exceptional leave. This table provides an indication of the length of time the school may be willing to authorise if the request is approved.

Summary (non-exhaustive examples) for granting exceptional leave	Days per annum in a rolling 12 month period
Compassionate leave - illness or injury of a significant other person giving rise to serious domestic difficulties/including travel abroad	Not normally more than 3 days
Funeral	1 day
Interviews for college or university	3 days on 3 separate occasions
Driving Test	1 day
Wedding – it is hoped that weddings can be arranged during holiday time. If this is not possible then one day will be allowed for a close relative (parent/child/sibling)	1 day
Religious Observance (on the day of observance)	1 day

Attendance Contract Template-6th Form

Sixth Form Attendance Contract

Student Name: [Insert Name]

Tutor Group: [Insert Group]

Date: [Insert Date]

Reason for Contract:

Attendance Target:

Actions/Support:

Sanctions:

If there is no improvement in attendance, I understand that I may be disapplied from one or more subjects as outlined in the Sixth Form Attendance Policy.

Review Date: [Insert Date]

Signatures:

Student: _____

Parent/Carer: _____

Head of Sixth Form: _____

Exceptional Leave Request

This form must be submitted if you wish to make a request for exceptional leave. A response will be made by e mail to your request. The form should be submitted 4 weeks in advance for planned leave and in the event of emergency leave requests (e.g. stranded abroad due to flight cancellation) please submit as soon as possible attaching evidence.

Please submit your request to Mrs Hare (Deputy Headteacher) via the attendance e mail at attendance@swakeleys.org.uk

Student Name:	Student Form
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Parent/Carer Name:	Contact Telephone:
Contact Telephone 2:	Contact e mail:

Number of school days requested:	
Start Date:	End Date:
Please outline the reason for your request:	
Signed:	Date of request:
Please attach any supporting evidence e.g. medical evidence, flight cancellation e mails etc.	

Outcome	
Staff Signature:	Staff Initial: