

Cefn Saeson Comprehensive School

Ysgol Gyfun Cefn Saeson

Attendance Policy

2026-27



Created	September 2026
Approved by Governors	5 th October 2026
Headteacher	Ms C Jones
Chair of Governors	Mr S John

1. Mission statement

Cefn Saeson Comprehensive school is committed to supporting learners to attend school regularly, ensuring that their wellbeing and learning progress can be maximised. This policy provides details on the school attendance framework within the cluster and helps to provide clarity and consistency for all.

We aim to provide an environment where all learners feel valued and welcomed and are committed to the fundamental principle that early intervention and partnership working is crucial in ensuring the attendance, protection and wellbeing of all children.

All schools will follow the Wales Safeguarding Procedures, *Belonging, engaging and participating*¹ and local protocols in relation to specific and identifiable wellbeing issues that prevent a child from accessing education, or where there are safeguarding concerns.

As outlined in *Belonging, engaging and participating*, 'attendance cannot be considered in isolation. The many interrelated and overlapping causes of absence and the varied nature of the learner experience in school, the community and at home mean that whole school strategies and strong multi-agency working arrangements are needed, designed to support all learners.'²

The school will review this policy and its systems for improving attendance and the whole school to a positive learning environment on an annual basis. This ensures that it is in line with national and local guidance, school priorities and effectively supports learners to access education.

Attending school regularly is important for every child's future. Good attendance at school is associated with a higher educational achievement and improved life and career prospects. Additionally, good attendance also has a positive effect on wellbeing, therefore establishing good attendance patterns from an early age is vital for social development.

2. Promoting attendance

The foundation for good attendance is a strong partnership between the school, parents, carers and learners as outlined in *Belonging, engaging and participating*, the Welsh Government guidance on improving learner engagement and attendance.

'Improving attendance requires a whole-school and whole-system approach', where 'learner engagement and improving attendance is a continuous process that begins with developing trusting relationships between school staff and learners'.

The school will:

- ensure that learners are aware of the importance of good attendance and how this will benefit them, both now and in the future
- use a variety of strategies to intervene at an early stage to encourage improved attendance of individual learners and assist to overcome any barriers that may be preventing the expected level of attendance. These strategies may be school-based or may be implemented jointly with other partners to ensure the most appropriate support for the individual and their family.
- [provide clear guidance of how the school and families will work together to ensure learners' have good attendance in the home-school agreement.
- promote the concept that positive behaviour and excellent attendance is the responsibility of the whole school and wider community.

3. Roles and responsibilities

To support a learner effectively, it is important to establish close working relationships between families, learners, schools, the local authority and other professionals.

A key part of any successful working relationship is a clear understanding of each person's role and responsibilities. The following section clarifies the roles and responsibilities for those people engaged in supporting learner attendance.

The Parent / Carer

Parents / carers have a statutory responsibility for ensuring that their child regularly attends education that is suitable to their child's age, ability and aptitude and any additional learning needs (ALN) that the child may have.

Parents / carers are also responsible for ensuring that their child attends school on time; this is a legal requirement. We understand that sometimes there are situations at home that may make it difficult for a learner to arrive on time. It is important that parents / carers let us know should such a circumstance arise, using the school's absence reporting system.

Therefore, learners should be supported to:

1. Attend school when parents/carers agree they are well enough to.
2. Communicate with school staff when they are finding any aspects of school challenging
3. Work with the school and their parents/carers to put a plan in place to increase attendance where necessary.
4. Be punctual to all timetabled lessons and school events.
5. Accept all offers of help.

The School

Schools have a range of responsibilities in respect of attendance. The school will:

- Take a formal attendance register twice a day; at the **start** of the morning session and once during the afternoon session.
- Monitor individual attendance for safeguarding reasons throughout the day and contact families when an absence has not been reported
- Have 'eyes on' a learner who has been absent from school for more than ten school days. This may include undertaking home visits where contact is not possible at school or in the community.
- Make a referral to the Education Welfare Service for support, advice and guidance when the school has exhausted all other reasonable methods.
- Consider other referrals where there are wider concerns for the wellbeing or safeguarding of the child.

Form Tutors

Form Tutors are to:

- Be responsible for completing the morning registers fully and accurately
- Record any details known to them about reasons for absence;
- Hold 'return to school' discussions with learners after periods of absence to ascertain the reason and to understand if there are any barriers to the learner fully engaging in their education.
- Offer and embed support to the learner/family
- Promote positive attendance and praise learners where appropriate
- Liaise with the relevant Head of Year and/or Designated Safeguarding Lead where concerns arise about any individual learners

Subject Teachers

Subject teachers are to:

- Be responsible for completing lessons registers accurately within the first 10 minutes of the lesson;
- Immediately raise absence concerns for follow up where a learner has been marked present at another point within the day
- Liaise with the Head of Year to raise and discuss concerns about students where patterns and trends are identified for individual or groups of learners.

Attendance Officer / Attendance Administrator

The Attendance Administrator is to:

- Follow up on any unmarked registers;
- Escalate concerns about registers to the designated Senior Leader for attendance.
- Undertake first day calling every day for a learner whose family has not made contact; collate and log any supporting evidence;
- Flag any first-day absences of learners on the child protection register with the Head of Year
- Flag any first-day absences of learners who are children looked after with the Head of Year and designated person for children looked after (CLA)
- Chase any outstanding forms, absence notes, holiday request forms etc.;
- Compile data for analysis by the attendance lead, Form Tutors and Heads of Year

Heads of Year

Heads of Year are to:

- Make phone calls to parents/carers each afternoon, if there has been no follow up date from the Attendance Administrator's morning calls
- Keep a log of attempts made and encourage parent/carer contact as soon as possible
- Raise concerns with the Designated Safeguarding Lead/Designated Attendance Senior Leader by day three of no contact
- Review Year Group attendance data once per week as a minimum, to review individual and group patterns for learner attendance
- Set cohort attendance targets and monitor improvements
- Implement strategies and incentives to maximise learner attendance to school
- Work closely with families in a preventative manner, to minimise impact on learner attendance
- Liaise with other key school staff regarding learner support plans e.g. Line Manager/Designated Safeguarding Lead/ ALNCo/ CLA Lead
- Liaise with relevant multi-agencies where families require more support

Heads of Department

Heads of Department are to:

- Have the overview of subject attendance
- Liaise with the Heads of Year/Pastoral Team to support interventions

- Reflect and refine subject approaches to engage learners and to motivate learners
- Raise safeguarding concerns with the Designated Safeguarding Persons

Designated Safeguarding Person

The Designated Safeguarding Person is to:

- Ensure that social workers for learners on the child protection register are informed of any absences on the first day of absence where there are concerns.
- Monitor patterns and trends to ensure that absences are addressed for individual learners.
- Ensure that multi-agency referrals are submitted where welfare concerns arise for children or families, which connect to absences or patterns of absence.

Designated Lead for Children Looked After

The Designated Lead for Children Looked After is to:

- Ensure that the support workers for learners who are looked after are informed of any absences on the first day of absence.
- Ensure that the home authority's virtual school / looked after children education coordinator are kept informed of the attendance of children looked after in the school.

Headteacher (or designated Senior Leader)

The Headteacher/Designated Senior Leader is to:

- Ensure that this policy is embedded in school practice
- Ensure that staff are trained effectively to resolve and address attendance concerns
- Ensure effective coordination of preventative and reactive measures to maximise each learner's attendance
- Consult with the Local Authority on emerging case and school needs

Governing Body

The Governing Body is to:

- Agree attendance targets for the school
- Support the school with interventions, plans and resource allocation
- Receive and review termly reports on attendance and connected matters

4. School procedures

Any learner who is absent from school at the morning or afternoon registration period will have their absence recorded as being authorised, unauthorised or as an approved educational activity (attendance out of school). Only the Headteacher, or a members of staff acting on their behalf, can authorise absence.

Registration coding is in line with the Welsh Government guidance on school attendance codes³.

4.1 Punctuality

Morning registration will take place at the start of the school day. The registers will remain open for a maximum of 30 minutes from this start time, in accordance with Welsh Government guidance.

Learners arriving after the start of school but before the end of the 30-minute registration period will be coded as late (L code). Any learner arriving after this time will be marked as having an unauthorised absence (U code) unless there is an acceptable explanation i.e. school transport was delayed. In addition, where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered (M code).

Afternoon registration will be at the start of the afternoon session and any learner arriving after this time will be marked as present but late (L code) if they arrive within 30 minutes or an unauthorised absence (U Code) if they arrive more than 30 minutes after the start of the afternoon session, unless another reason has been given.

The school will follow-up on lateness/absence with the learner and / or their parent / carer via telephone or email.

If a learner is persistently late, the school will follow their internal staged approach to address this. As always, the school will embed support where possible but it is important to note parent/carers and learner accountability to get to school on time.

4.2 Dual Registration

Where a learner attends another school or approved alternative provision, they will be dual registered with both the school and the other provider. The main school will be whichever the child attends for more than 50% of their time. The other will be the subsidiary.

Both schools or provisions must maintain an accurate register. The school will liaise with the other education provider on a daily basis in order to identify learners who are absent and mark the register accordingly. Both schools or provisions will collaborate to ensure there is a clear plan in place.

If the learner attends, the education provider where they attend will mark them as present (/ or \ code) and the school will mark the register with a D code (which counts as present).

³ Guidance on school attendance codes, Welsh Government, 2016 <https://www.gov.wales/school-attendance-codes-guidance#:~:text=School%20attendance%20codes:%20guidance.%20The%20codes%20that%20schools%20must%20use,> accessed on 26.09.2024

If they are absent, the education provider and the school will both mark the register with the appropriate absence code.

4.3 Work Experience and Vocational Courses (Secondary Schools)

If a learner attends a college course or alternative provision for one day a week, or has extended work experience, this is not a dual registration. The school will liaise with the college, provider or work experience placement on a weekly basis in order to identify learners who are absent and mark the register accordingly. If the learner attends the course or provision, the register will be marked with a B code, or a W code for work experience. If they do not attend, the appropriate absence code will be used.

4.3 First day absence

Parents and carers are reminded that they should contact the school by the start of the school day if their child is not able to attend school on that day. Parents and carers must state the **full** reason for the child's non-attendance and indicate the likely date they will return to school. For example, rather than generally saying "unwell", specify the illness/symptoms. Parents and carers should be prepared for the members of school staff to ask questions about the learner's condition, the patterns or trends in their absences and any treatment they may be receiving.

If a parent or carer does not contact the school, staff will try to find out the specific reason for non-attendance as soon as possible on the first day of absence. It is the responsibility of parents/carers to ensure their contact details are kept up to date for school records. Once the specific information is received on the absence, the register will be amended to reflect the appropriate absence code (see Appendix 1 for the types of code).

If a learner's absence goes on over a few school days, it is the responsibility of the parent/carers to keep the school updated daily. School staff will monitor the absence period alongside this contact from parents/carers.

If no response is received over 3-5 days, school member of staff and/or the Education Welfare Officer who may undertake a home visit. Heads of Year will consult with the Designated Safeguarding Person to determine the promptness of a home visit, depending on individual circumstances. Further concerns from this point may trigger a multi-agency approach.

If no appropriate reason is given for the absence, the absence will be recorded as unauthorised (O code).

4.4 Absence – supporting evidence

Supporting evidence or communication received from parents / carers explaining the reason for the absence will be recorded and / or kept on file. Each school has their own system for doing this, electronic or paper based.

Parents and carers should be made aware that only the Headteacher (or an appropriately delegated member of staff) can authorise an absence. Further information (such as a letter from a GP or consultant) may be required to support reasons given for absence.

4.5 Persistent and severe absence

The school will work proactively identify emerging persistent absence. Where a pattern begins to develop, the school will first make contact with the parents/carers to discuss ways forward and whether support can be given in order for improvements to be made. A referral will be made to the Educational Welfare Officer if actions taken by the school are not seen to improve attendance.

The Welsh Government defines persistent absence as below 90% and *severe* persistent absence as below 50%.

The use of the terms persistent and severe absence helps to clearly define the difference between those learners who are occasionally absent and those learners who are seen in school far less frequently. This supports schools to target interventions and responses effectively as well as understand where safeguarding risks may be heightened.

4.6 Medical and illness absences

Where a learner requires a routine medical appointment (such as a dentist appointment), these should be made outside of the school day. Where appointments are repeatedly booked in school time, evidence may be requested e.g. medical letter. The parent / carer should try to ensure that the learner attends school some of the day, where possible.

If a learner is repeatedly absent due to illness, the school may request supporting evidence that the learner is receiving the necessary medical treatment. An appointment card, consultant letter, photograph of prescription medication, would all suffice as medical evidence. Without the necessary evidence, the school may notify the parent or carer that all future absences will be unauthorised until the necessary medical evidence has been provided, and a referral to the Education Welfare Service may be made.

In addition, some learners may require additional provision and support where their known medical needs have a long-term and persistent impact on their attendance⁴. Examples could include, but are not limited to:

- Recuperation following a hospital stay or operation;
- A longer period of illness (such as glandular fever);
- Conditions for which regular appointments or treatments are unavoidable (such as kidney dialysis, chemotherapy, radiotherapy).

The school will provide appropriate support on a case-by-case basis. This may include seeking additional advice, guidance, support or provision from the local authority.

4.7 Religious Observance

The school will authorise an absence taken for religious observance. The day must be exclusively set apart for religious observance by the religious body to which the parents and child belong. Where necessary, the school will seek advice from the parents' religious body about whether it has set the day apart for religious observance.

4.8 Holidays

Holidays during term time are actively discouraged as it negatively impacts on the learner's ability to engage with the full curriculum. Parents and carers do not have the automatic right to withdraw their children from school for a family holiday and will be reminded of the effect that absence can have on a learner's potential achievement.

All holidays will be classed as an unauthorised absence, unless in exceptional circumstances e.g. family funeral abroad.

The Headteacher has the discretion to authorise absences for up to 10 days for exceptional circumstances in any school year. Part of the decision-making process will include a review of the learner's absences and school profile to date. This will include but will not be limited to: consideration of the learner's year group and associated learning/assessment periods, their attendance to date, their behaviour to date.

If a learner is away for longer than any agreed period, the days outside the agreed dates will be an unauthorised absence. There is no right to appeal: the decision of the Headteacher is final.

Parents/carers must submit an application in writing to the Headteacher at least 4 weeks in advance, outlining the circumstances which justify the absence. It is not the school's responsibility to provide work for the learning that has been missed in the event of a holiday.

Parents and carers are advised that a fixed penalty notice (FPN) may be issued by the local authority when permission for a holiday or leave of absence has not been authorised by the school and the child's attendance is of concern. The local authority's Code of Conduct for issuing Fixed Penalty Notices can be obtained from the local authority's website or the Education Welfare Service.

4.9 Children Missing in Education

Definition of a child missing education:

- The child or young person fails to attend school without offering a reasonable explanation;
- School has been unable to locate the pupil at the last known address or any of the contact numbers;
- The parents/carers have failed to offer an explanation in relation to the child or young person's absence or a change of school or any other educational provision.

Between days 1-5 we will make all investigations to determine the whereabouts or reasons for absence from school.

Between days 6-19 we will refer to the Education Welfare Officer, who, depending on the outcome of necessary enquiries/home visit may instigate further action by relevant LA services and the police.

A copy of this will be kept on file in school. Movement of children in the UK between local authorities and schools is tracked nationally, by each local authority. Movement of children whose families move/take them abroad is tracked by the UK Border Agency.

5. Multi-agency working

The school will work with other agencies, including the local authority, on general school attendance matters. Additionally, the school will seek advice and guidance from, and make referrals to, appropriate agencies to support individual learners.

The school will work closely with feeder primary schools to support transition.

The Education Welfare Service (EWS)

'The EWS is committed to the fundamental principle, that early intervention strategies and partnership working, is crucial in ensuring the protection and wellbeing of all children and young people.'⁵

Sometimes it will be necessary for the school to contact the EWS about an individual learner to seek advice, guidance and support to improve their attendance. This may involve the Education Welfare Officer (EWO) contacting the family and / or making a home visit. Parents / carers, and the learner where appropriate, may also be invited to a meeting with the school and the Education Welfare Officer.

Multi-Agency Approaches

The school may work with the following agencies to provide support to learners and their families, which may include:

- School-based counselling service
- Family Liaison Officer
- CAMHS In-reach
- Early Help
- School Nursing
- Integrated Disability Service
- Educational Psychology Service (in cases of Emotionally-Based School Avoidance)
- Youth Services
- Youth Offending Services

6. Reintegration following absence

The school will welcome back all learners on return from an absence. This will include ensuring that the learner is helped to catch up on missed work and brought up to date on any information that has been passed to the other learners.

If the learner has been absent for a considerable period of time, the school will negotiate with the family to ensure that they are well supported with the transition back to school. In some cases, a reintegration with a phased return will be introduced tailored to the needs of the individual. The approach will always look towards full-time return over the phased period, unless medical or professional evidence specifies other needs.

7. Fixed Penalty Notices for non-attendance at school

The school may, in line with the local authority's Code of Conduct, request the local authority to issue a fixed penalty notices where a parent/carers has failed to secure their child's regular attendance at school, in line with this policy.

8. Retention of records

Attendance regulations stipulate that attendance records should be retained for at least three years. These records are held on Teacher Centre/SIMS.

9. Attendance Targets

A system for analysing performance towards the targets has been established and the Headteacher/designated Senior Leader is responsible for overseeing this work. The school and Governing body will make use of the attendance data available from the local authority when reviewing its targets.

The Headteacher will present the attendance data in each of the termly reports to the Governing body for the figures to be scrutinised against the attainment data. The

Governors will have the opportunity to challenge the data alongside the practices for managing attendance, in order to tackle the overall absence rates across the school and within specific cohorts of learners.

10. Attendance Rewards Systems

All staff will seek opportunities to praise and promote school attendance to learners. The school will use ongoing evaluations to review the rewards system relating to attendance. This will include the use of student voice through the student Senedd and through whole school approaches.

The school will commit to cohort specific responses, adapting the rewards systems to positively engage different groups of learners.

Appendix notes the exemplar strategies that the school will explore each year, depending on the cohort needs.

APPENDIX 1: Registration Codes

The following national codes will be used to record attendance information.

Code	Meaning	Statistical category
/\	Present at registration	Present
L	Late but arrived before the register closed	Present
B	Educated off-site (not dual registration)	Approved educational activity
B1	Pupil in receipt of online learning provided by a local authority	Approved educational activity
B2	Pupil in receipt of online learning provided by the school	Approved educational activity
J	Interview	Approved educational activity
P1	Approved sporting activity	Approved educational activity
P2	Approved performance	Approved educational activity
V	Educational visit or trip	Approved educational activity
W	Work experience (not work based training)	Approved educational activity
C1	Other authorised circumstances (not covered by another appropriate code or description)	Authorised absence
C2	Absence due to a paid performance	Authorised absence
C3	Pupil who is flexi-schooled	Authorised absence
C4	Pupil who is on a part-time timetable	Authorised absence
F	Agreed extended family holiday	Authorised absence

H	Agreed family holiday	Authorised absence
I1	Physical illness	Authorised absence
I2	Non-physical illness	Authorised absence
M	Medical or dental appointment	Authorised absence
S	Study leave	Authorised absence
E	Excluded but no alternative provision made	Authorised absence
R	Day set aside exclusively for religious observance	Authorised absence
T	Traveller absence	Authorised absence
N	No reason for the absence provided yet	Unauthorised absence
O	Other unauthorised (not covered by other codes or descriptions)	Unauthorised absence
G	Family holiday (not agreed or sessions in excess of agreement)	Unauthorised absence
U	Late and arrived after the register closed	Unauthorised absence
D1	Dual registered (pupil attending other educational setting)	Not required to attend
X	Untimetabled sessions for non-compulsory school-age pupils	Not required to attend
Y1	Partial closure	Not required to attend
Y2	Whole-school closure	Not required to attend
Z	Pupil not on roll yet	Not required to attend
#	School closed to all pupils	Not required to attend

APPENDIX 2: Legislation and Guidance

The Education Act 1996 Part 1, Section 7 states:

The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable:

- (a) to his age, ability and aptitude and
- (b) to any special needs he may have either by regular attendance at school or otherwise.

For educational purposes the term parent means natural parents and includes any person who has parental responsibility or has day to day care of the child.

Section 444 1, 1(a) and (ZA) contains the details of when an offence is committed if a child fails to attend school or alternative provision arranged by the Local Authority.

The Education (Penalty Notices) (Wales) Regulations 2013 set out the framework for the operation of the Fixed Penalty Notice scheme.

The Equalities Act 2010 (Statutory Duties) (Wales) Regulations 2011

Registers and admission.

- ☐ The Education (Pupil Registration) (Wales) Regulations 2010
- ☐ The Education (School Day and School Year) (Wales) (Amendment) Regulations 2006

Attendance targets

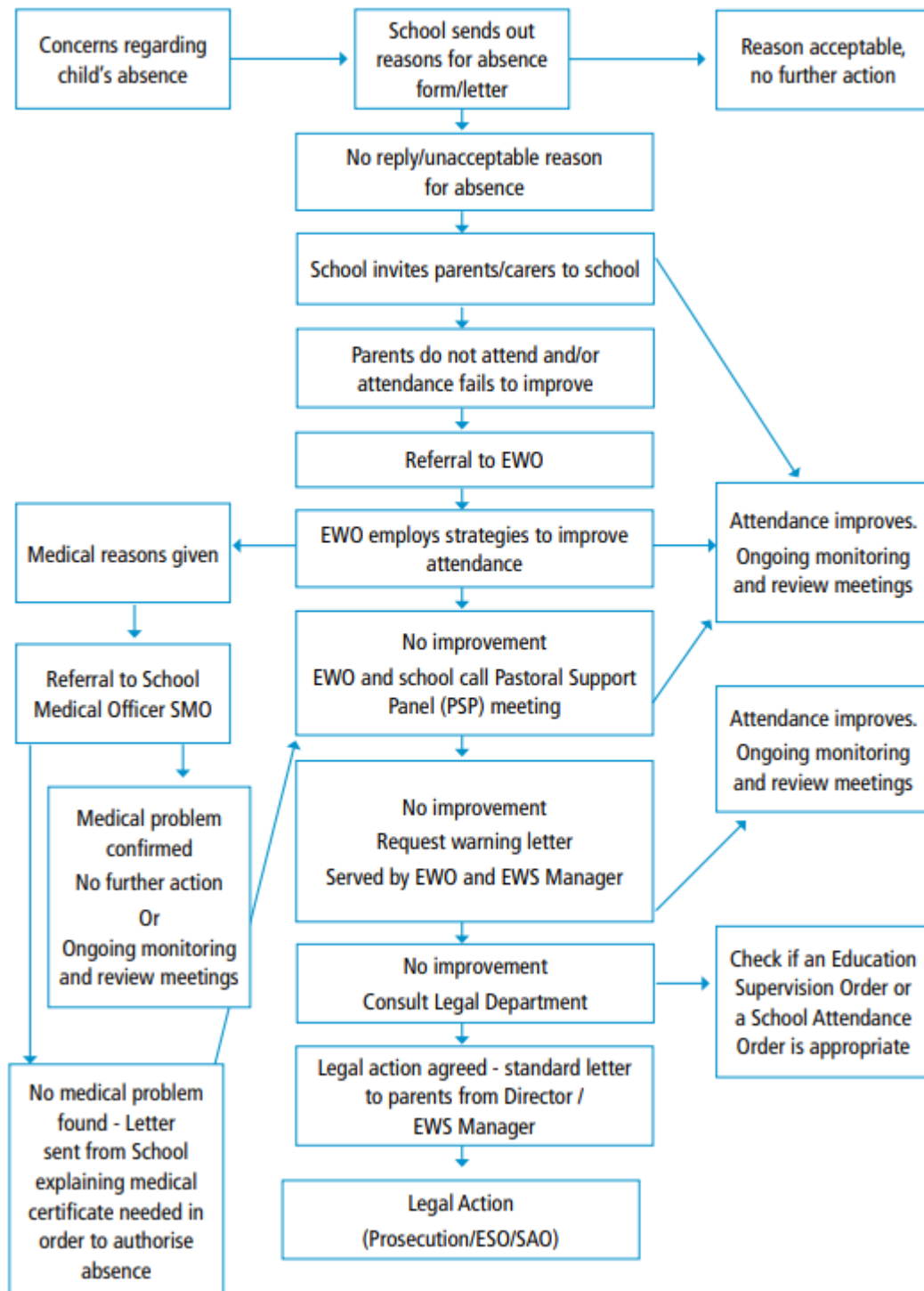
- ☐ The Education (School Performance and Unauthorised Absence Targets) (Wales) (Amendment) Regulations 2006.

Guidance documents relating to attendance

- Belonging, Engaging and Participating
- Celebrate and participate: Education guidance to support Gypsy, Roma and Traveller children and young people
- All Wales Attendance Framework
- Powys Code of Conduct [relating to the Fixed Penalty Notice scheme]
- Welsh Government Guidance on penalty notices for regular non-attendance at school
- Welsh Government Guidance on attendance codes Wales Safeguarding Procedures
- Keeping Learners Safe

APPENDIX 3 All Wales Framework Attendance Flowchart

Procedures for Non-Attendance



APPENDIX 4 Staged Approaches to Absences

WHEN?	WHAT?	WHO?
DAILY	- Mark registers accurately - Promote good attendance - Discuss absences with learners	Form tutors
	Mark register accurately Query if a learner had a present mark the previous lesson but is absent in current lesson	Class teachers
	Check attendance of CLA pupils and inform social worker if learner is not in school and not reason has been received	CLA Designated Lead
	Send first day messages via class charts for a learner whose family has not made contact and inform heads of year of the absences	Attendance Administrator
	- Make phone calls to parents/carers each afternoon, if there has been no follow up date from the Attendance Administrator's morning calls - Keep a log of attempts made and encourage parent/carer contact as soon as possible	Heads of Year
WEEKLY	- Attendance Tuesday – review form and individual learner attendance and query unexplained absences - Award 5 positive point for learners with 100% attendance the previous week	Form Tutors
	- Make phone calls to parents/carers of learners who have been absent for a few days. Discuss the lost learning opportunities and encourage a return to school. Log all calls. - Raise any concerns with DSL - Monitor whole year group attendance data and review individual and group attendance - Discuss latest attendance percentages in assembly	Heads of Year Director of Care, Support and Guidance

	Monitor whole school attendance and identify patterns and trends of absences	Director of Care, Support and Guidance
FORTNIGHTLY	Attendance Focus Panel Meet with EWO to discuss year group attendance and send relevant letters home Discuss learners causing concern in WASP meeting	Director of Care, Support and Guidance Key Stage Lead Heads of Year EWO
MONTHLY	FPN warnings reviewed, and court papers signed if necessary	Director of Care, Support and Guidance EWO
HALF TERMLY	Attendance panels to meet with parents of learners open to EWO who are not showing significant improvement	Director of Care, Support and Guidance EWO Heads of Year

APPENDIX 5 Attendance Promotion



There are currently
school trips



pupils eligible to attend prom or

Slide used by all form tutors during
Attendance Tuesday.
They add the number of pupils above
90% to the star



During the last 12 days of term those pupils with 100% will be entered
into a daily prize draw.

Prizes will include:

- ❖ Costa vouchers
- ❖ Chocolates
- ❖ Sweets

**On the last day of term,
the prize will be an iPad**





Every school day counts at Cefn Saeson



0 days off school	No lessons missed	100%	Perfect	5 days absence per year 97% - 100% Good chances of success and progress		
2 days off school per year	10 lessons missed	99%	Excellent			
5 days off school per year	25 lessons missed	97%	Good			
10 days off school per year	50 lessons missed	95%	Slight concern	10-20 days absence per year 90% - 95% Less chance of success and progress		
20 days off school per year	100 lessons missed	90%	Concern	20+ days absence per year Under 90% detrimental to success and progress		
30 days off school per year	150 lessons missed	85%	Great concern			
Persistent absenteeism 90% or below						
Time missed	90%	80%	70%	60%	50%	ANYTHING LESS THAN 95% IS NOT GOOD ENOUGH
By the end of year eleven	½ Year	1 Year	1½ Year	2 Year	2½ Year	



Be at your classroom on time and ready to learn!

Every minute counts

Lateness = lost learning (Figures below are calculated over a year)

5 minutes late each day	3 days lost	15 lessons
10 minutes late each day	6.5 days lost	33 lessons
15 minutes late each day	10 days lost	50 lessons
20 minutes late each day	13 days lost	65 lessons
30 minutes late each day	19 days lost	95 lessons

APPENDIX 6 Exemplar Attendance Strategies

- Class registers taken every lesson on SIMS
- Active EWO. – home visits/willingness to prosecute/close links with the pastoral team
- First day contact and a follow up response if required.
- Use of monitoring card and detention for persistent latecomers
- Prominent display of attendance statistics
- Attendance Tuesday - weekly reports emphasising the importance of full and regular attendance
- Phone calls home explaining the amount of learning lost due to absence
- Parents and learners have information which translates percentage attendance into number of days lost and lessons missed via Attendance Posters (appendix 5):
- Meetings with parents/EWO/HoY/DSL.
- Help for absentees to catch up on missed work. This may involve
- photocopying materials and offering assistance and explanation of work missed.
- Targeting eFSM pupils' attendance as part of narrowing the gap agenda.
- Attendance Panel.

Rewards led attendance scheme – termly prizes of 100% attendance

- Pizza party
- Donuts and milkshakes
- 12 days of Christmas Attendance Challenge
- Eggcelent Attendance Easter Challenge
- Learners with attendance above 90% are eligible for school trips and a prom invite (exceptions made with evidence)
- Positive calls home for learners with improved attendance
- 5 positive points for learners with 100% attendance each week

APPENDIX 7 Attendance Focus Panel Overview



APPENDIX 8 Attendance Pathway

