

Queen Ethelburga's Collegiate is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential to become the best that they can, with the gifts that they have.



## QUEEN ETHELBURGA'S COLLEGIATE

### ATTENDANCE POLICY to complement the CHILDREN MISSING EDUCATION / MISSING STUDENT POLICY

<b>Authorised by</b>	<b>The Collegiate Board</b>
<b>Signed</b>	..... <b>Chair of the Collegiate Board</b>
<b>Date</b>	
<b>Effective date of the policy</b>	<b>04 December 2024</b>

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<p><b>Reviewed:</b> 01-30 June 2024</p> <p><b>Interim Review:</b> 01 October-08 November</p> <p><b>Due for Review:</b> November 2025</p>	<p><b>This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:</b></p> <p>Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children; Part 3, paragraph 15 requires independent schools to maintain an admission and attendance register.</p> <p><b>School Attendance:</b> Education Act 1996 (section 7, 8, 14 &amp; 19) Education Act 2002 (section 21) Education and Inspections Act 2006 (Section 4 &amp; 38) School Attendance (Pupil Registration) (England) Regulations 2024 Sponsorship Duties (UKVI, July 2023)</p> <p><b>Child protection:</b> Children Act 1989 (section 17 &amp; 47) Education Act 2002 (section 175) Children Act 2004 (section 10, 11, 12 &amp; 17) Children Act 2006 Education and Skills Act 2008</p> <p>Equality Act 2010</p> <p>Data Protection Act 2018 and UK General Data Protection Regulation (<b>UK GDPR</b>)</p>	<p><b>To be viewed alongside the following related policies and documentation:</b></p> <p>Admissions and Transition Policy</p> <p>Behaviour and Discipline Policy</p> <p>Child Protection and Safeguarding Policy</p> <p>Children Missing Education/ Missing Student Policy</p> <p>Disability Policy</p> <p>Expulsion, Removal and Review Policy</p> <p>Mental Health and Wellbeing Policy</p> <p>Remote and Blended Learning Policy</p> <p>Risk Assessment – Student Welfare (refer to Health and Safety Policy, General Statement and RAs)</p> <p>SEND Policy</p>	<p><b>Publication and availability for Staff, Parents, Carers and Prospective Parents:</b></p> <p>This policy is published on the QE website and on the Parent Portal. It is available to staff on SharePoint.</p>
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	<p>Working together to safeguard children (DfE, 26 March 2015, updated 23 February 2024)</p> <p>National minimum standards for boarding schools, in force from 5 September 2022</p> <p>Statutory framework for the Early Years Foundation Stage (DfE, 04 January 2024, updated 01 November 2024)</p> <p><a href="#">Keeping children safe in education (DfE, 02 September 2024, updated 03 September 2024) (KCSIE) (DfE, September 2024);</a></p> <p><a href="#">Working together to improve school attendance (DfE, 06 May 2022, updated 19 August 2024)</a></p> <p><a href="#">Children Missing Education (DfE, 05 September 2016, updated 19 August 2024)</a></p> <p><a href="#">Prevent duty guidance: England and Wales (2023) (Home Office, updated 06 March 2024)</a></p> <p><b>This policy has regard to the following guidance and advice:</b></p> <p><a href="#">The Independent School Standards - Guidance for independent schools (April 2019)</a></p> <p><a href="#">Equality Act 2010: advice for schools: departmental advice for school leaders, school staff, governing bodies, and local authorities (DfE, May 2014)</a></p> <p><a href="#">Summary table of responsibilities for school attendance (DfE, 06 May 2022, updated 19 August 2024)</a></p> <p><a href="#">Toolkit for schools: communicating with families to support attendance (DfE, 06 May 2022, updated 19 August 2024)</a></p> <p><a href="#">Guidance for Parents on school attendance (Office of the Children's Commissioner, July 2024)</a></p> <p><a href="#">'Is my child too ill for school?' guidance (NHS, April 2024);</a></p> <p><a href="#">Supporting pupils with medical conditions at school (DfE, 01 September 2014, updated 16 August 2017))</a></p> <p><a href="#">Behaviour in schools: advice for headteachers and school staff (DfE, 13 July 2022, updated 19 February 2024)</a></p> <p><a href="#">Mental health and behaviour in schools (DfE, 16 June 2014, updated 12 November 2018)</a></p> <p><a href="#">Mental health issues affecting a pupil's attendance: guidance for schools (DfE, 07 February 2023)</a></p>		
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	<p><a href="#">Providing Remote education: guidance ( DfE, updated 19 August 2024)</a></p> <p><a href="#">SEND Code of practice: 0 to 25 years ( DfE and DHSS, 11 June 2014, updated 12 September 2024)</a></p>		
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## QUEEN ETHELBURGA'S COLLEGIATE ATTENDANCE POLICY

### 1 Introduction

- 1.1 This policy applies to Queen's Kindergarten and Chapter House Preparatory School, King's Magna Middle School, Queen Ethelburga's College, The Faculty of Queen Ethelburga's and Queen Ethelburga's Services (QES) - hereafter referred to as "**the Collegiate**". Staff from across the Collegiate, are collectively known, and will be referred to as "Team QE". This policy also applies to Queen Ethelburga's holiday programmes, including Holidays@QE; QE Short Courses and International Summer School; and Camp QE.
- 1.2 Queen Ethelburga's Collegiate believes that all students have a right to access their education. In addition to the statutory requirements, with which parents and schools must comply, it is also expected that all older students have a responsibility to attend all their lessons and timetabled activities.
- 1.3 Effective learning only takes place when students are punctual, ready to **Thrive at QE** and have positive attendance records.
- 1.4 Students in all four schools will be made aware of this policy and are required to sign in acknowledgement of receipt and understanding.
- 1.5 Children may be missing and or absent from education because they are suffering from abuse or neglect. Where this is suspected, schools will follow the Collegiate's child protection procedures - **see Children Missing Education/Missing Student Policy.**



## 2 Key Contacts

<b>Senior Attendance Champion</b> <b>[Including EYFS Provision]: Erica Papaglimis</b>	<b>Email:</b> <a href="mailto:dsl@qe.org">dsl@qe.org</a> <b>Telephone number:</b> 01423 452 999
<b>Key contacts for attendance:</b> <b>School teams</b>	<b>Email:</b> <a href="mailto:chapterhouse@qe.org">chapterhouse@qe.org</a> <a href="mailto:kingsmagna@qe.org">kingsmagna@qe.org</a> <a href="mailto:college@qe.org">college@qe.org</a> <a href="mailto:faculty@qe.org">faculty@qe.org</a>
<b>Reception</b>	<b>01423 333 333</b>

## 3 Policy Aims and Collegiate Commitment

- 3.1 We are committed to meeting our obligation with regards to school attendance through our Collegiate ethos that values high levels of attendance from all students, including:
- to develop and maintain a whole Collegiate culture that promotes the benefits of good attendance;
  - to ensure, as far as possible, that every student in the Collegiate can benefit from, and make their full contribution to, the life of the Collegiate;
  - to prioritise and where possible improve attendance and punctuality across the Collegiate, reduce absence and set out the Collegiate's approach to the management of absence / non-attendance;
  - to recognise the linkages between attendance / absence and pupil wellbeing, specifically ensuring a consistent whole Collegiate approach to safeguarding; and
  - to help to promote a whole Collegiate culture of safety, equality, and protection.
  - We will also promote and support punctuality in attending lessons.
- 3.2 This policy is designed to address the specific statutory obligations on the Collegiate to record attendance and absence.

## 4 The importance of good attendance

- 4.1 The Collegiate recognises the importance of developing good patterns of attendance from the outset.
- 4.2 This is an integral part of the Collegiate ethos and culture. In building a culture of good attendance we recognise:
- the importance of good attendance, alongside good behaviour, as a central part of the Collegiate's vision, values, ethos, and day to day life;



- the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting students with medical conditions and / or disabilities, mental health issues, safeguarding wellbeing, and support for disadvantaged students;
- the importance of setting high expectations for the attendance and punctuality of all students and communicating these regularly and effectively to students and parents;
- that attendance is never "solved" and is a continuous process requiring revision and updating of messages, processes, and strategies; and
- children missing education can act as a vital warning sign to a range of safeguarding issues, including neglect, sexual abuse and child sexual and criminal exploitation.

## 5 Roles and responsibilities

- 5.1 The Proprietor is required to ensure that all those with leadership and management responsibilities at the Collegiate actively promote the wellbeing of students. The adoption and authorisation of this policy is part of the Collegiate Board's response to this duty.
- 5.2 Overall **responsibility**: The Collegiate Board has overall responsibility for ensuring compliance with the relevant statutory and regulatory requirements; and the effective operation of the Collegiate's **Attendance Policy** and all matters which are the subject of this policy. The Principal and Queen Ethelburga's Leadership Team (QELT) lead in promoting and encouraging an environment which is welcoming, inclusive, and safe for all members of the school community, irrespective of their protected characteristics and/or background.
- 5.3 The Collegiate Board has delegated to the Principal responsibility for ensuring implementation of this policy, with the responsibility for championing and improving attendance, within the Collegiate, lying with the Head of Student Welfare and Personal Development (DSL). They have been appointed as the **Senior Attendance Champion** with the day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance, and review.
- 5.4 **The Collegiate Board**
- The Collegiate Board is responsible for:
- Promoting the importance of school attendance across the Collegiate policies and ethos, setting high expectations of all leaders, staff, students, and parents.



- Ensuring leaders fulfil expectations and statutory duties including:
  - Ensuring the Collegiate records attendance accurately in the register, and shares the required information with the Department for Education (DfE) and local authority
  - Ensuring the Collegiate works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate.
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most.
- Making sure the Collegiate has high aspirations for all students but adapts processes and support to students' individual needs.
- Monitoring attendance figures for the whole Collegiate and repeatedly evaluating the effectiveness of each school's processes and improvement efforts to make sure they are meeting students' needs.
- Where the Collegiate is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance.
- Ensuring 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
  - Each school's legal requirements for keeping registers
  - The Collegiate'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.
- Holding the Principal to account for the implementation of this policy.
- Making sure the attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources.
- Collaborating with leaders to set goals or areas of focus for attendance and providing support and challenge.
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data.





## 5.5 The Principal

The Principal is responsible for:

- Implementation of this policy.
- Monitoring school-level absence data and reporting it to governors alongside the DSL.
- Supporting staff with monitoring the attendance of individual students.
- Monitoring the impact of any implemented attendance strategies.
- Communicating the Collegiate's high expectations for attendance and punctuality regularly to students and parents through all available channels.

## 5.6 The Designated Safeguarding Lead (DSL)

The DSL is the **Senior Attendance Champion (SAC)**, and is responsible for:

- Leading, challenging, and improving attendance across the Collegiate.
- Offering a clear vision for improving and maintaining good attendance.
- Evaluating and monitoring expectations and processes.
- Having a strong grasp of attendance 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.
- 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.
- Having a joint approach with the local authority and attend regular targeted support meetings.



### 5.7 **The Pastoral Administrator**

The Pastoral Administrator is responsible for:

- Monitoring and analysing attendance data.
- Benchmarking attendance data to identify areas of focus for improvement.
- Providing regular attendance reports to school staff and reporting concerns about attendance to the Designated Safeguarding Lead responsible for attendance, and the Principal.
- Working with education welfare officers to tackle persistent absence.

### 5.8 **Class teachers/form tutors/house staff**

- Are responsible for recording attendance daily, using the correct codes, and submitting this information via iSAMS.

### 5.9 **School office staff**

School office staff will:

- Take calls from parents/guardians about absence on a day-to-day basis and notify the Pastoral Administrator to be recorded.
- Transfer calls from parents/guardians to the head of year/pastoral team where appropriate, to provide them with more detailed support on attendance.

### 5.10 **Parents/guardians/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).

5.11 The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have.

5.12 It is the legal responsibility of every parent to make sure their child receives that education. This means students must attend every day that the Collegiate is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the child's school.



- 5.13 The Collegiate will help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development and provide clarity on the short- and long-term consequences of poor attendance.

## **6 Expectations the Collegiate places on parents**

Parents are expected to:

- Parents have a legal duty to ensure that their child attends school regularly.
- Make sure their child attends every period on time.
- Children must attend every day that the school is open (unless they are ill, or absence has been authorised in advance).
- Parents must ensure their child is in school in time to be in period 1 at 08:30, after which they will be marked as late.
- If a student is unwell, parents/guardians should e-mail the relevant school team before 8.30 on each day of absence.
- Requests for exceptional absence (i.e., absence for days other than Religious Festivals, medical or dental appointments or for illness) should be requested through the school email accounts.
- Term dates are sent a year in advance and parents/guardians must ensure that family holidays are arranged without disrupting a student's education. Absence for holidays during term time will not be authorised.
- 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.

## **7 The Student Commitment to the Collegiate**

Students are expected to:

- Attend every timetabled session, on time.
- Students are expected to do their best to attend all classes and timetabled activities. They will carry a copy of their timetable, will ensure that the copy held by house tutors, parents or guardians is accurate, and will endeavour to manage their time carefully.

## **8 Recording attendance**

- 8.1 We will keep an attendance register using iSAMS and place all students onto this register.
- 8.2 We will take our attendance register at the start of the first session of each school day and once during the second session.



8.3 It will mark, using the appropriate national attendance and absence codes from the **School Attendance (Pupil Registration) (England) Regulations 2024**, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances.

8.4 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.

8.5 See **Appendix 2** for the DfE attendance codes.

8.6 We will record:

- Whether the absence is authorised or not.
- The nature of the activity if a pupil is attending an approved educational activity.
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances.

8.7 We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

8.8 Students must arrive in school by 08:15 on each school day. The register for the first session will be taken at 08:30 and the register for the second session will be taken at 14:05.

## 9 Unplanned absence

9.1 The pupil's parent/guardian/carer **must** notify the school of the reason for the absence on each day of an unplanned absence as soon as practically possible by emailing the relevant school team.

9.2 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.



- 9.3 If the authenticity of the illness is in doubt, the school may ask the pupil's parent/guardian/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.
- 9.4 If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents/guardian/carers will be notified of this in advance.

## 10 Planned absence

- 10.1 Attending a medical or dental appointment will be counted as authorised if the pupil's parent/guardian/carer notifies the school in advance of the appointment by emailing the relevant school team.
- 10.2 We encourage parents/guardians/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.
- 10.3 The pupil's parent/guardian/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence.
- 10.4 The Collegiate does not encourage extended holidays, and any absence for this reason will be unauthorised. Term dates should be adhered to, and **travel should not take place before the end of term or after the start of term.**

## 11 Lateness and punctuality

- 11.1 A pupil who arrives late before the register has closed will be marked as late, using the appropriate code.
- 11.2 The register closes 30 minutes after the start of the AM and PM sessions. After the register has closed a pupil who arrives late will be marked as absent, using the appropriate code.

## 12 Following up unexplained absence

- 12.1 If a student does not arrive at school, then all reasonable steps will be taken to ascertain why.



## 12.2 The Collegiate will:

- Call the pupil's parent/guardian/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may seek the support of other agencies including the police and children's social care as appropriate.
- 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/guardian/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school may have to consider involving external agencies.
- Where relevant, report the unexplained absence to the pupil's youth offending team officer.
- Where appropriate, offer support to the pupil and/or their parents to improve attendance.
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals.
- Where support is not appropriate, not successful, or not engaged with issue a notice to improve, penalty notice or other legal intervention as appropriate.

## 13 Reporting to parents

- 13.1 The school will regularly inform parents about their child's attendance and absence levels via half-termly written reports.

## 14 Authorised and unauthorised absence

### 14.1 Approval for term-time absence

14.1.1 The headteacher of each school will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings.

14.1.2 The headteacher will only grant a leave of absence to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#).

14.1.3 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.

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

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

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

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

14.1.8 Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence. The headteacher may require evidence to support any request for leave of absence.

14.1.9 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 pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart.
- Parent(s) travelling for occupational purposes – this covers Roma, Romanichal and Kale (England and Wales), Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision.
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made).



14.1.10 Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school.
- Attending another school at which the pupil is also registered (dual registration).
- Attending provision arranged by the local authority.
- Attending work experience.
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

## 15 Managing attendance

15.1 The Collegiate will make use of the full range of potential strategies to tackle poor attendance, including, but not limited to, those listed below:

- Sending letters to Parents/guardians or carers;
- Having a weekly tutor review;
- Using sanctions - under the **Behaviour and Discipline Policy** with students or consultation with Parents;
- Attendance support plans;
- Early help support.

15.2 Decisions will be made on an individual, case-by-case basis.

## 16 Intervention in place to support student attendance

16.1 Staff will support students, to encourage full attendance and punctuality, and can work with individual students when required.

16.2 The Collegiate will issue sanctions to support behaviour change, the details of which are detailed below. Repeated missed lessons and poor attendance may result in the following:

- Removal from Morrisons trips
- Green Gating
- Removal from sports fixtures
- Loss of social time
- Banned from school social events
- Letters home
- Referral to the Local Authority
- Withdrawal of UCAS or other references
- Resitting the year
- Suspension
- Expulsion
- Withdrawal of Tier 4 Visa Sponsorship





16.3 In Chapter House, if a child is late to a lesson after a break, the normal sanction policy is applied. If a child is consistently late to school in the morning, a member of Chapter House staff will speak to the parents directly.

## **17 Strategies for promoting attendance**

17.1 Students are awarded QE points for good attendance and data is shared with the school teams to celebrate good attendance.

17.2 Reward weeks also reward students who demonstrate a positive approach and strong attendance.

## **18 Supporting students who are absent or returning to school**

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

18.1.1 We work with our students and their families to support any complex barriers which may prevent strong attendance.

18.1.2 Our dedicated welfare and wellbeing teams collaborate with our school community to create bespoke strategies to help all students access a full and balanced programme of education.

18.1.3 We offer support to remove barriers and link with external agencies where required.

### **18.2 Students absent due to mental or physical ill health or SEND**

18.2.1 We work with families and the pupil to identify the support which can be offered to support children on an individual basis.

18.2.2 Adjustments can be made by the Collegiate to ensure that students can access their education, and support can be accessed from external agencies. More details can be found on the strategies we use in the **Mental Health and Wellbeing Policy** and **SEND Policy**.

18.3 Where a pupil 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 pupil's needs, the school will inform the local authority.

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

18.4.1 During periods of unavoidable absence, the school can provide remote support through our learning practitioners.



18.4.2 This support is also available for students when at school and support with academic studies can also be offered.

18.4.3 On their return students are allocated a member of the welfare or wellbeing team, who meets regularly with the student to ensure a smooth transition into school life.

18.4.4 Support can also be offered through the Learning Development and Medical Teams alongside the welfare team which includes safeguarding and medical support.

## 19 Analysing attendance

19.1 The Collegiate 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.

## 20 Using data to improve attendance

20.1 The Collegiate 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 severed absence, and their families.
- Provide regular attendance reports to school teams, to facilitate discussions with students and families, and to the governing board and school leaders (including special educational needs co-ordinators and designated safeguarding leads).
- Use data to monitor and evaluate the impact of any interventions put in place to modify them and inform future strategies.



- Share information and collaborate 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.

## 21 Reducing persistent and severe absence

21.1 **Persistent absence** is where a pupil misses 10% or more of school, and **severe absence** is where a pupil misses 50% or more of school.

21.2 Reducing persistent and severe absence is central to the Collegiate's strategy for improving attendance.

21.3 The Collegiate will:

- Use attendance data to analyse 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 meetings with the parents of students who the Collegiate (and/or local authority) considers to be vulnerable, or are persistently or severely absent, 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.
  - 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.

21.4 If students miss a lesson with no reason, this will be tracked, and a two-hour detention issued.



- 21.5 If at any time students leave site, for a valid reason, during the academic day, unless this is for an organised school trip, they must sign out in pastoral and sign in on their return.
- 21.6 Attendance is monitored by the relevant Head of Year on a weekly basis.
- 21.7 If attendance becomes a concern, for older students it will be discussed with the student and ways in which it can be improved will be suggested.
- 21.8 In the event of poor attendance, the school teams will phone parents/guardians/carers and follow this with a letter offering support. Student attendance will then be monitored to ensure attendance and/or punctuality improves.
- 21.9 The Collegiate is keen to work with students to ensure attendance is high. In some cases, poor attendance may also result in a meeting with the parent/guardian or carer.

## 22 Monitoring attendance

- 22.1 Student absence 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 compare attendance data to the national average and share this with the Collegiate Board.
- 22.2 In line with the requirement in law, the Collegiate keeps an admission register, and an attendance register.

## 23 Poor attendance and statutory reporting

- 23.1 The Collegiate has legal obligations to report poor absence to the Local Authority, as directed by the Department for Education, and UK Visas and Immigration. This can lead to a student being taken off the school roll and the Collegiate withdrawing sponsorship of Student Visas.
- 23.2 The Collegiate will apply its **Child Protection and Safeguarding Policy** in investigating any children missing from education and will meet its statutory obligation to notify the local authority of any student who fails to attend school regularly or has been absent without permission for a continuous period of **10 school days or more**, at such intervals as are agreed between the Collegiate and the local authority.



- 23.3 In accordance with [Children Missing Education \(DfE, 05 September 2016, updated 19 August 2024\)](#) the Collegiate will notify the Local Authority of any student removed from the admissions register, citing which reason from Annex A of this document. Please see Appendix 1.
- 23.4 The Collegiate will also notify the local authority within **five days** of a new student being added to the admission register, see Appendix 1 Children removed from or added to the Admissions Register.
- 23.5 Where a pupil has not returned to school for **ten days** after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.
- 23.6 Schools must notify the local authority when a pupil's name is to be removed from the admission register at a non-standard transition point under any of the fifteen grounds set out in the regulations as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register. This duty does not apply at standard transition points – where the pupil has completed the school's final year – unless the local authority requests for such information to be provided.
- 23.7 Where a school notifies a local authority that a pupil's name is to be removed from the admission register, the school must provide the local authority with:
- a. the full name of the pupil;
  - b. the full name and address of any parent with whom the pupil lives;
  - c. at least one telephone number of the parent with whom the pupil lives;
  - d. the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;
  - e. the name of pupil's destination school and the pupil's expected start date there, if applicable; and
  - f. the ground in regulation 8 under which the pupil's name is to be removed from the admission register (see Annex A).
- 23.8 All schools are required to notify the local authority **within five days** when a pupil's name is added to the admission register at a non-standard transition point. Schools will need to provide the local authority with all the information held within the admission register about the pupil.



23.9 This duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the local authority requests for such information to be provided.

23.10 The Collegiate ensures that the admission register contains the following information about each registered pupil:

- a. full name;
- b. name that the pupil uses at school;
- c. sex;
- d. address;
- e. the full name and address of each of the pupil's parents;
- f. which of the pupil's parents, if any, the pupil normally lives with and at least one telephone number that each such parent can be contacted with in an emergency;
- g. day, month, and year of the pupil's birth;
- h. day, month, and year of the pupil's starting day at the school;
- i. name and address of the last school the pupil attended, if any.

## 24 Information sharing

24.1 Personal information on attendance will only be shared in line with legal obligations and having regard to government guidance on attendance, safeguarding and children missing education.

24.2 The Collegiate, local authorities and other local partners should work jointly and share data on individual cases where it is of benefit to a pupil (e.g. health services where there are medical conditions or the police where there are extra-familial harms). Where appropriate the Collegiate will attend regular targeting support meetings.<sup>1</sup>

24.3 We are legally required to share information from the registers with the local authority. As a minimum this includes:

- New pupil and deletion returns;
- Attendance returns<sup>2</sup>;
- Sickness returns.

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<sup>1</sup> Targeting support meetings are meetings local authorities have with schools to discuss attendance data and identify pupils and cohorts at risk of poor attendance and agree targeted actions and access to services for those pupils. See chapter 4 of the statutory guidance Working together to improve school attendance 2024.

<sup>2</sup> Schools are required to provide attendance returns to the local authority with the names and addresses of all pupils of compulsory school age who fail to attend school regularly or have been recorded as absent for a continuous period of ten school days where their absence has been recorded with one or more of the national attendance codes (G, N, O, and/or U). Individual local authorities must agree the frequency that attendance returns are to be provided with all schools in their area. This should be no less frequently than once per calendar month - see chapter 2 and content on sharing information in the statutory guidance Working together to improve school attendance 2024.



- 24.4 The law allows local authority officers access to the attendance and admission registers of all types of schools to conduct their functions under the **Education Acts** to support joint working between schools and local authorities. These officers are also permitted to take digital or physical extracts of the Collegiate's registers.
- 24.5 The Collegiate must provide specific pupil information on request to the Secretary of State. Where appropriate, the Collegiate is expected to inform a pupil's social worker and/or youth offending team worker if there are unexplained absences.

## 25 Sharing of data and confidentiality

- 25.1 This policy has been reviewed in accordance with the **Data Protection Act (2018)** and the **UK General Data Protection Regulation (UK GDPR, 1 January 2021)**. More information about **UK GDPR** can be obtained from the Information Commissioner's Office (ICO) website.
- 25.2 The Collegiate accepts it has a duty of care to ensure individuals' data is kept safe and secure and the Collegiate privacy notices for staff, parents and students provide information regarding the personal information we collect and hold; what we do with it; who we can share it with; and how long we retain data.
- 25.3 A privacy notice is available to view on the Collegiate website.
- 25.4 The Collegiate has a Data Protection Officer (DPO) who can be contacted directly at [dpo@qe.org](mailto:dpo@qe.org).
- 25.5 When sharing confidential information about a member of staff or student, the Collegiate has regard to its responsibilities under the **Data Protection Act (2018)** and to the **UK General Data Protection Regulation (UK GDPR, 1 January 2021)**, and where relevant, the **Education (Pupil Information) (England) Regulations (2005)**.
- 25.6 Data Protection does not prevent the sharing of information for the purposes of keeping children safe.



## 26 Policy availability

- 26.1 Parents, prospective parents, and carers can access this policy on the [Collegiate website](#).
- 26.2 Hard or electronic copies of this policy can be requested from the PA to the Principal at [esd@qe.org](mailto:esd@qe.org).
- 26.3 A hard copy can be made available to view during normal Collegiate opening hours, on request, from the PA to the Principal.
- 26.4 This policy can be made available in large print or where possible an accessible format, if required.
- 26.5 Policies are available to all staff on the Home SharePoint page - [Policies and Procedures 2023-25](#).





### Version Control Table

Version Number	Purpose/Change	Author	Date
1.0	<ul style="list-style-type: none"> <li>Interim policy review concluded on 08 November 2024.</li> <li>The policy was published with effect from 05 December 2024.</li> <li>Signed by the Collegiate Board 04 December 2024.</li> </ul>	<ul style="list-style-type: none"> <li>Head of Student Welfare (DSL)</li> </ul>	08.11.2024
Amendments and updates	<ul style="list-style-type: none"> <li>Updated links and references in the table on pages 1, 2 and 3 to include: <ul style="list-style-type: none"> <li>➤ <b>Working together to safeguard children (DfE, 26 March 2015, updated 23 February 2024)</b></li> <li>➤ <b>Keeping children safe in education (DfE, September 2024) (KCSiE)</b></li> <li>➤ <b>Working Together to Improve School Attendance (DfE, 06 May 2022, updated 19 August 2024)</b></li> <li>➤ <b>Children Missing Education (DfE, 05 September 2016, updated 19 August 2024)</b></li> <li>➤ <a href="#">SEND Code of practice: 0 to 25 years ( DfE and DHSS, 11 June 2014, updated 12 September 2024)</a></li> </ul> </li> <li>Updated references to the above throughout the policy.</li> <li>Updated the policy and Appendices 1 and 2 to reflect the new requirements of <b>Working Together to Improve School Attendance (DfE, 06 May 2022, updated 19 August 2024)</b></li> </ul>	<ul style="list-style-type: none"> <li>Head of Student Welfare (DSL)</li> <li>Head of Regulation</li> </ul>	01.09.2024
Amendments and updates	<ul style="list-style-type: none"> <li>Interim policy review conducted in October 2024 concluded on 08 November 2024 by the Head of Student Welfare (DSL).</li> <li>Updated links and references in the table on pages 1, 2 and 3 to include: <ul style="list-style-type: none"> <li>➤ <b>Statutory framework for the Early Years Foundation Stage (DfE, 04 January 2024, updated 01 November 2024)</b></li> </ul> </li> <li>Added a <b>Key Contacts</b> section on page 4</li> <li>Updated <b>5. Roles and Responsibilities</b></li> <li>Added <b>25. Sharing of data and confidentiality</b></li> <li>Added <b>26. Policy availability</b></li> </ul>	<ul style="list-style-type: none"> <li>Head of Student Welfare (DSL)</li> <li>Head of Regulation</li> </ul>	08.11.2024



<p><b>1.1 Amendments and updates</b></p>	<ul style="list-style-type: none"> <li>• Updated links and references in the table on pages 1, 2 and 3 to include: <ul style="list-style-type: none"> <li>➤ <a href="#">The Independent School Standards - Guidance for independent schools (April 2019)</a></li> <li>➤ <a href="#">Equality Act 2010: advice for schools: departmental advice for school leaders, school staff, governing bodies, and local authorities (DfE, May 2014)</a></li> </ul> </li> <li>• Amended Paragraph 11.2 to read <i>“The register closes <b>30</b> minutes after the start of the AM and PM sessions. After the register has closed a pupil who arrives late will be marked as absent, using the appropriate code.” This is a change from 20 minutes.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Head of Student Welfare (DSL)</li> <li>• Head of Regulation</li> </ul>	<p>20.01.2025</p>
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## **Appendix 1 - When to remove a pupil from the school roll**

### **Pupils of compulsory school age**

Ground A: Pupil has been registered at another school

Ground B: Pupil leaves school after nursery education

Ground C: The pupil is registered at 1 or more other schools

Grounds D+E: The pupil's school attendance order has been changed

Ground F: The pupil is leaving the school to be educated not at a school

Ground G: The pupil no longer normally lives a reasonable distance from the school

Ground H: The pupil has not returned following a leave of absence

Ground I: The pupil has been continually absent from school for 20 school days

Ground J: The pupil is detained under a sentence of detention

Ground K: The pupil has died

Ground L: The pupil will not continue into 6th form

Ground M: The pupil is a boarder, and their boarding fees have not been paid

Ground N: The pupil has stopped attending an independent or non-maintained special school

Ground O: The pupil has been permanently excluded

### **Pupils not of compulsory school age**

Grounds A+B: The pupil has ceased to be a pupil at the school

Ground C: The pupil is continually absent for 20 school days or more

Ground D: The pupil has died

Ground E: The pupil has been permanently excluded



## Appendix 2 – Attendance Codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
<b>Attending a place other than the school</b>		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
<b>Absent – leave of absence</b>		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination



<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
<b>Y1</b>	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national, or international emergency
<b>Y3</b>	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	Pupil is unable to attend as they are:



		<ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	Absent in other or unknown circumstances	No reason for absence has been established, or the school is not satisfied that the reason given would be recorded using one of the codes for authorised absence
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Queen Ethelburga’s Collegiate is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential to become the best that they can, with the gifts that they have.

**Appendix 3 – Attendance Support Plan**



**Attendance Support Plan**

Name.....Form Group.....

People present..... Date.....

Barrier to attendance	Strategies	Person(s) responsible	Review schedule