



# **ATTENDANCE POLICY KS3, 4 & 5**

**2023-24**

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## Introduction

Regular school attendance is crucial if children and young people are to achieve their pure potential. Students are expected to attend all lessons and Mentor Time

Hillview School is committed to promoting the health and welfare of all students. We aim to manage absences fairly and consistently with the aim of supporting students through periods of illness. Research suggests that:

- 1 school year at 90% attendance = 4 weeks missed of lessons.
- 17 missed school days per year = a grade drop in achievement at GCSE. (DfE)

This policy is set out for parents, students, community and staff. It should be read with the following policies:

- Child Protection (Incorporating Children in Care and Online Safety)
- Teaching and Learning
- Behaviour

Attendance will be reported to Welfare Committee annually by a member of the SLT with overall responsibility for attendance.

## Aims

1. To actively promote the benefits of good student attendance
2. To celebrate good attendance
3. To support students where medical diagnosis hinders attendance
4. To monitor attendance of all students and proactively engage with parents and students with support and challenge
5. To use attendance tracking information to identify safeguarding concerns eg FGM (Female genital mutilation), possible young carers, CME (Children missing education), PA (Persistent Absentees – below 90% attendance), ABSA (Anxiety Based School Avoidance)

## Our Expectations

At Hillview we expect all our students to have 98% attendance or above for all lessons including Mentor Time. This is set out in the Home / School Agreement, signed when a student starts at Hillview; it is printed in their student planner. To assist parents with this, we make all students' attendance figures available to parents on their school reports and through 'Arbor' web portal. All parents have access to our Attendance Officer during school hours.

## **Appendix 1 – Procedures**

### **1. Registration and responsibilities**

We have an electronic registration system. There is a computer in every classroom unless it is used for practical lessons i.e. the sports hall. Every teacher must take a register in every lesson and lesson one and Mentor time are used for the AM and PM registration.

### **2. Classroom Teacher**

Teachers must take the register at the start of every lesson, (including mentor time) – within the first 10 minutes of a lesson. Only a teacher must mark the register. It is vital that attendance marks are kept up-to-date and accurate at all times. All staff must encourage students to attend school regularly and follow up any student who has missed the lesson. If a teacher is unable to access the program, a register must be taken manually and given to the attendance officer.

### **3. Student responsibilities**

Students must attend school on a regular basis and inform staff if there is a problem that may lead to absences. This is reflected in the Home School Agreement found in all students' planners.

### **4. Parent responsibilities**

4.1 Parents have a legal duty to ensure that their children attend school regularly and arrive on time. Regular attendance is essential to the all-round development of the child and they should be allowed to take full advantage of educational opportunities available to them in order to make good progress in their learning. Poor attendance undermines their educational attainment and progress and, sometimes, puts students at risk by encouraging anti-social behaviour.

4.2 It is the parents' responsibility to contact the school on the first day their child is absent. This is a safeguarding issue requirement so that all parties know that your child is safe and their whereabouts is known. Parents should regularly update the school and inform the school when their child is returning.

### **5. Mentor and Student Support responsibilities**

The mentor must record attendance using Arbor and review this on a regular basis. Mentors will monitor lateness to Mentor Time and assemblies and if students are repeatedly late, take action. When required, mentors will chase students for reasons for absence. The school will speak to students to review abnormal attendance patterns. An 'Attendance conversation' is initiated by the school as soon as attendance has fallen to 98% after term 2 or at any point during the academic year. (See Appendix 8 for Attendance Steps.)

**6. The Attendance Officer is responsible for ensuring:**

- Attendance and lateness records are up to date on Arbor
- If no reason for absence has been provided, parents are contacted on the first day of absence by email, phone call or text  
Where there has been no communication, letters are sent to parents requesting reasons for absence via Student Support Managers
- The appropriate attendance code is entered into the register (see Appendix 7 National Attendance Codes)

**7. Senior Leadership Team Member responsibilities**

The SLT member with responsibility for attendance and punctuality is responsible for monitoring and tracking attendance and liaising with agencies, Student Support Managers, Heads of Key Stage and ultimately represent the school at pre prosecution meetings. An attendance report should be written to share at every Welfare trustees' committee meeting.

**8. The Designated Safeguarding Lead (DSL)** has responsibility for monitoring CME's and taking students off role, monitoring their forwarding placement.

**9. Trustee responsibilities**

Trustees are responsible for challenging attendance figures at the Welfare Governing Committee.

## Appendix 2 – Absence

1. Absence from school can only be authorised for the following purposes:

- When a student is prevented from attending by sickness or any unavoidable cause / medical appointment.
- When a student is absent on the day exclusively set apart for religious observance by the religious body to which his/her parents/guardians belong.
- When a student is absent through exceptional circumstances.

2. No holiday taken during term time will ordinarily be authorised by the school. This will be recorded as an unauthorised absence and we may request that the local authority issue a penalty notice. Only in exceptional circumstances will this policy be waived. Each individual case will be considered separately by the Headteacher and Designated Safeguarding Lead.

### 3. Absence during term time

3.1 Parents/guardians must make a formal application (in writing) to the school for absence in term time for the attention of the SLT member responsible for attendance. This will be followed up with a letter from the Chair of the Welfare Committee. If exceptional reasons are put forward by parents/guardians, then the time out of school may be granted.

3.2 When a student is absent from school parents/ guardians must by 8.40am:

- (a) Telephone the attendance line to inform the school their child will not be attending and the reason or
- (b) Send communication to the school via [attendance@hillview.kent.sch.uk](mailto:attendance@hillview.kent.sch.uk) .
- (c) When the student returns to school they must bring a letter explaining the reasons for their absence. This must be put in the red box by reception or handed to their mentor who will forward it to the School Attendance Officer.

3.3 If a letter has not been received after one week, the school will contact the student's parent/ guardian to establish a reason for absence.

3.4 Any dental or medical appointment requiring a student to leave the school early must be supported by a letter or appointment card. On leaving the premises the student must sign the book indicating they have left and sign in again on their return. The book is kept in Reception. Parents should make the utmost effort to book appointments outside of school hours.

3.5 If a student's percentage attendance figure continues to fall below 98% and the absence is recorded as unauthorised, penalty notices can be issued by KCC in appropriate circumstances. This will be investigated and actioned by the school, assisted by South East Attendance Action Service (SEAAS). This service is employed by the school.

## 4. Penalty Notices Proceedings for Poor Attendance

4.1 Penalty Notices are issued in accordance with Kent County Council's Education Penalty Notices Code of Conduct effective from January 2016 and revised in April 2017.

- A Penalty Notice can only be issued in cases of absence for 10 or more half day sessions (5 school days) without authorisation during any 100 possible school sessions or period of 50 days of schooling – these do not need to be consecutive.
- A Penalty Notice can also be issued where an excluded child is found in a public place during school hours.
- After the appropriate request for a Penalty Notice is received, the KCC Inclusion and Attendance Service will issue a warning letter setting out 15 school days during which no unauthorised absence is to be recorded
- If unauthorised absence is recorded during the 15-day period a Penalty Notice will be issued (one per parent per child)

4.2 Exceptional circumstances could include:

- Service personnel returning from a tour of duty abroad where it is evidenced the parent will not be in receipt of any leave in the near future that coincides with school holidays.
- Where an absence from school is recommended by a health professional as part of a parent's or child's rehabilitation from a medical or emotional issue (IHCP).
- The death or terminal illness of a person close to the family.
- To attend a wedding or funeral of a person close to the family.
- Any strong personal reasons why a family might need to take a child away from school for a short break.

4.3 Any examples provided are illustrative rather than exhaustive. It is acceptable to take a student's previous record of attendance into account when the school is making decisions. The fundamental principles for defining 'exceptional' are rare, significant, unavoidable and short. And by 'unavoidable' it implies that an event could not reasonably be scheduled at another time. It is important to note that Headteachers can agree the absence of a child in exceptional circumstances and this discretion can be used also to determine the length of the authorised absence.

4.4 Where Penalty Notices are imposed, the regulations state that the penalty will be £120 to be paid within 28 days, reduced to £60 if paid within 21 days. Penalty Notices are issued to each parent of each child. Failure to pay the penalty in full by the end of the 28-day period will result in prosecution by the Local Authority.

4.5 Section 444 of the Education Act 1996 says that parents are guilty of an offence of failing to secure regular attendance at school unless they can prove that the child was absent:

- with leave (the school has given permission)
- due to sickness or any unavoidable cause (the sickness or unavoidable cause must relate to the child, not the parent)
- religious observance
- failure by the Local Authority to provide transport

4.6 In law, these are the only acceptable reasons for a child being absent from school.

4.7 The Headteacher may authorise absence in “exceptional circumstances” but this must be requested in advance and agreement to each request is at the discretion of the Headteacher, acting on behalf of the Governing Body (Education (Student Registration) (England) Regulations 2006). Each case will be judged on its merits and the Headteacher’s decision is final. Once the decision not to authorise leave is taken, it cannot be authorised retrospectively.

4.8 If the absence is not authorised and the holiday is taken anyway, the case may be referred to the Inclusion and Attendance Service who may issue a Penalty Notice to each parent for each child taken out of school.

4.9 Failure to pay the penalty in full by the end of the 28-day period will result in prosecution by the Local Authority.

4.10 The school will endeavour to support the student and parent if attendance to school becomes an issue. If different strategies have failed and the student continues to remain absent, they may be referred to SEAAS for further action.



## **Appendix 3 – Missing Education**

### **1. Children Missing Education**

No child should be removed from the school roll without consultation between the Designated Safeguarding Lead (on behalf of the Headteacher) and the Inclusion and Attendance Service when appropriate.

2. Where a child is missing from education, Local Authority guidance will be followed, by completing a Child Missing Education referral for the following circumstances: –

- If the whereabouts of the child is unknown and the school has failed to locate him/her.
- The family has notified the school that they are leaving the area but no Common Transfer Form (student file) has been requested by another school.

## **Appendix 4 – Lateness**

1. At Hillview School for Girls the register is taken at Mentor Time and at the start of every lesson. Students arriving after these times must enter school by the main entrance and report to Reception where their name and the reason for lateness will be recorded.
2. Students arriving after P1 (AM) or mentor time (PM), without good reason or prior notice, will be marked as late after registration (Code 'U') and this will count as an unauthorised absence.
3. Frequent lateness after the register has closed (U) will be discussed with parents and could provide grounds for prosecution or a Penalty Notice.
4. Students late to lessons outside of the statutory registration times will be marked as late (Code 'L').

## Appendix 5

### Anxiety based school avoidance (ABSA)

Anxiety Based School Avoidance (ABSA) is a broad umbrella term used to describe a group of children and young people who have severe difficulty in attending school due to emotional factors, often resulting in prolonged absences from school. A clear distinction is made between those that are absent from school due to truanting and those that are absent from school due to the specific emotional distress that they experience around attending school (Thambirajah, Grandison & De-Hayes, 2008).

In keeping with the Working together to improve school attendance guidance, schools must record absences as authorised where pupils of compulsory school age cannot attend due to illness (both physical and mental health related). We have also followed the 'summary of responsibility where a mental health issue is affecting attendance' written by the Department for Education and the guidance produced by the Educational Psychology Service. Current evidence base of the factors which are associated with positive outcomes.

These include:

- intervening early
- working with parents and school staff as well as the young person
- working in a flexible manner paying attention to the individual case and function served by non-attendance
- emphasising the need for rapid return to school alongside good support and adaptations within the school environment (Baker & Bishop 2015)

Review of evidence based research indicates that there tends to be four main reasons for school avoidance:

1. To avoid uncomfortable feelings brought on by attending school, such as feelings of anxiety or low mood.
2. To avoid situations that might be stressful, such as academic demands, social pressures and/or aspects of the school environment.
3. To reduce separation anxiety or to gain attention from significant others, such as parents or other family members.
4. To pursue tangible reinforcers outside of school, such as going shopping or playing computer games during school time.

**Factors associated with vulnerability of ABSA** (Maynard et al, 2015).

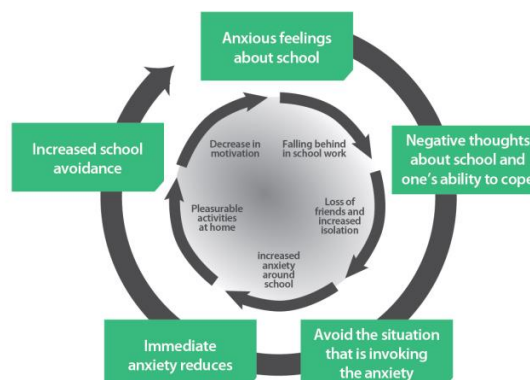


Figure 2. Diagram showing the initial anxiety causing the non-attendance and the secondary maintenance factors.

School Factors	Family Factors	Child factors
Bullying (the most common school factor)	Separation and divorce or change in family dynamic	Temperamental style- reluctance to interact and withdrawal from unfamiliar settings, people or objects
Difficulties in specific subject	Parent physical and mental health problems	Fear of failure and poor self confidence
Transition to secondary school, key stage or change of school	Overprotective parenting style	Physical illness
Structure of the school day	Dysfunctional family interactions	Age (5-6, 11-12 & 13-14 years)
Academic demands/high levels of pressure and performance-orientated classrooms	Being the youngest child in the family	Learning Difficulties, developmental problems or Autism Spectrum Condition if unidentified or unsupported
Transport or journey to school	Loss and Bereavement	Separation Anxiety from parent
Exams	High levels of family stress	Traumatic events
Peer or staff relationship difficulties	Family history of EBSA	
	Young carer	

## Identification of ABSA

Young people may exhibit the following behaviours and actions

- Not wanting to get up and get ready for school
- Stating each day, they can't go to school
- Worring about small issues, such as having the right equipment for lessons.
- Feeling sick or having stomach aches or headaches repeatedly.
- Not sleeping well in term time.
- Not doing school work therefore progress at school is deteriorating.
- Being angry or upset or acting out at school or at home.
- Withdrawing – seeming low, quiet and depressed.

**Resilience:** When working with individuals it is really important to identify and build areas of strength or resilience of the child, family and school which may help to 'protect' the child and promote school attendance.

This may include:

- Developing ambition, aspiration and motivation
- Increasing confidence, self-esteem, self-efficacy, value in themselves
- Developing feelings of safety, security and a sense of belonging
- Having positive experiences where they can succeed
- Holding positive relationships with peers or staff
- Feeling listened to and understood
- Understanding the relationship between thoughts, feelings and behaviour
- Willingness to work in partnership between school, family and external professionals
- Developing parenting skills and understanding
- Flexibility of approaches within school, person centred listening to the voice of the child

Where significant risks of ABSA are identified, we gather further information from the young person, parent and school staff involved and put into place strategies and reasonable adjustment to support the young person as soon as possible. Swift action can prevent ABSA from becoming entrenched and result in much better outcomes. The school will follow a thorough assess, plan, do and review cycle placing the young person at the heart of the planning and interventions.



## Assess

Early identification is of great importance. We will follow our student wellbeing journey (part of our whole school approach to wellbeing) when needs and concerns have been raised and identified and attendance has fallen below 90% with consecutive or regular days being missed due to school avoidance. Students identified early will be added to the key stage welfare registers and student support managers will meet with them and parents to devise a holistic plan of support.

Due to the complex nature of ABSA no fixed 'assessment process' can be followed. However, in all cases it is essential that the views of the young person, the family and key school personnel are gathered and listened to.

We may measure your child's wellbeing using the following anxiety measure Spence Children's Anxiety Scale <https://www.scaswebsite.com/>

## Plan

The approaches taken will depend on the child's circumstance. Each child showing difficulties with attending school regularly due to emotional related reasons, will have an ABSA support plan written, this will be completed with the child and parents' views included. (Appendix 1) Even if they are able, children often find it difficult to verbalise what they are thinking and feeling and they may prefer to draw what they are feeling or have visual prompts.

## Do

### In school

In school students will have group or 1:1 wellbeing sessions in learning support or through student support. Interventions should be bespoke to the individual and based upon the information which was gathered in the assessment and integration stage. This will include activities from our wellbeing toolkit including; learning about anxiety and worrying, how it affects thinking, feeling and behaviour. How avoidance of the feared situation makes things worse. Anxiety management techniques such as relaxation training and deep breathing. Thoughts and feelings about school and what these would look like if they could be drawn, Identifying push and pull factors, designing an Ideal Classroom, looking at Landscape of Fear by Kate Ripley and using EBSA Risk and Resilience cards.

If further support is required, we will follow our 'student wellbeing journey' resource to decide on further therapy or treatment through external agencies and organisations.

In some situations, reasonable adjustments may be made to a child's provision and time allocation at school, this will be determined by the key stage team and learning support department.

## At home

If a student is at home for prolonged periods, they will receive a welfare phone or video call once per week from a member of student support, their key worker (if on the SEN register) or a member of the key stage team. If lack of attendance is prolonged, termly home visits will be conducted by a member of the pastoral team to work on our wellbeing toolkit. A bespoke plan for your child will be devised which may include a positive introduction back to school during their preferred time, a phased return timetable (if applicable), referrals to other agencies and organisations including- Kent school nursing team, children health and wellbeing navigators, Project Salus, CAMHs or Early help if needed.

Students will be directed to Oak National Academy and SENECA learning to continue their studies at home. If a student is not attending school, we cannot send work home and do not expect our teaching staff to deliver any outreach teaching. Further worries can be exacerbated when ad hoc work is sent home without direction or prior learning on the subject matter, which may facilitate the situation further.

If your child is receiving support from CAMHs and still not attending school, our next step would be to refer them to the Rosewood school for a 6 or 12 week placement in which they offer more therapeutic support, tailored lessons and outreach, in the hope your child can successfully transition back to Hillview.

<https://trs.kent.sch.uk/>

Once in year 10 we can apply for a place at Viewpoint, our satellite provision for one day a week, which could become a fulltime position in year 11 on a case by case basis (subject to availability of a place). <https://www.hillview.kent.sch.uk/about-us/viewpoint/>



## Our whole school wellbeing resilience approach

### Review

A review of the ABSA support plan will take place in each full term to monitor the progress made to your child's wellbeing and the feelings surrounding school, the relevant pastoral teams will meet with parents to discuss further action.

We appreciate this can be very distressing for parents, please do contact school with any queries at [admin@hillview.kent.sch.uk](mailto:admin@hillview.kent.sch.uk)



**ABSA Plan  
Educational Psychology Service**

<b>Support Plan</b>	
Name	Date
<div style="display: flex; justify-content: space-between; padding: 0 10px;"> <span><b>My successes</b></span> <span><b>My struggles</b></span> </div>	
<b>SCHOOL</b>	<b>HOME</b>
<b>PUSH</b>	<b>PULL</b>
<b>PULL</b>	<b>PUSH</b>
The Support I already have .....	

## Emotionally Based School Avoidance Guidance

My school support person/(s) is/are:

Details of checking in with my school support person (When, where)

Until \_\_\_\_\_ my return to school plan includes the following changes to my attendance

(Identify any changes to days or time they come in)

Changes to my timetable include

(Identify any changes needed and what should happen/ where they should go instead)

Any other changes include:

(Identify any other changes to routines (break, lunch times, changes between lessons etc) to classroom expectations (not expected to read aloud, work in pairs etc) homework

When I start to get upset, I notice these things about myself

When I start to get upset, others notice these things about me

Things I can do to make myself feel better when I'm at school

Things that other people (staff and friends) can do to help me feel better when I'm at school

Things that my family can do to support me to attend school



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Places in the school where I can go to where I feel safe and supported

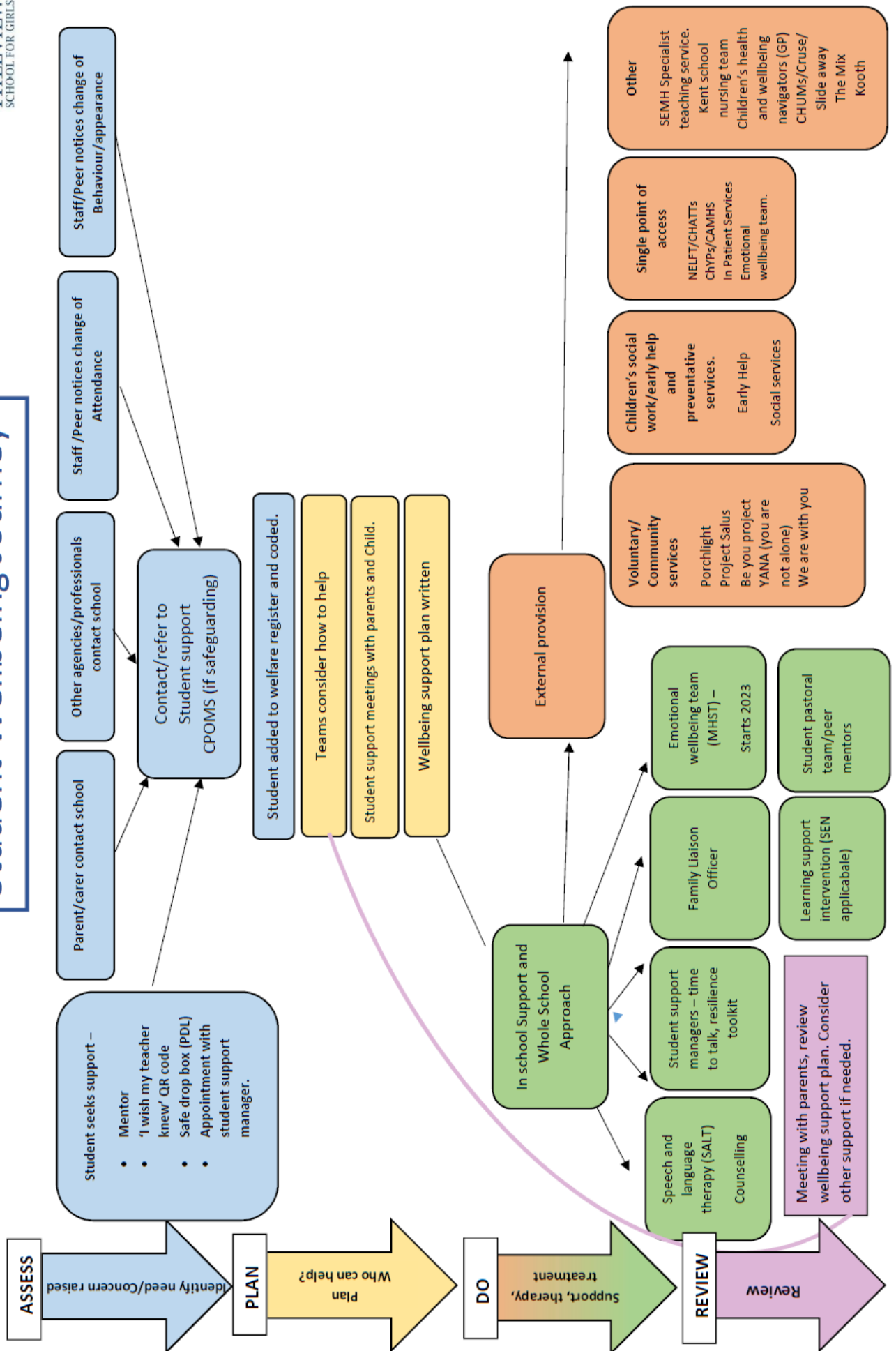
This plan will be reviewed regularly so that it remains helpful.
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Review date:

My signature	School support persons' signature	Parent signature

Other people who have access to the plan are?

# Student Wellbeing Journey



## **Appendix 6 – Specific Attendance Strategies**

1. Hillview School for Girls is firmly committed to ensuring all students access the high standard of pastoral care and outstanding curriculum. Students all have a mentor, who encourages and investigates absence from school. The Student Support Managers are also available throughout the school day to support students having difficulties and to be available for parents.

2. Hillview follows best practice as set out by the KCC Strategies (see Appendix 6) used to ensure students attend Hillview School and include:

### **3. Regular Attendance Meetings**

Hillview School tracks 'groups' of students carefully as we recognise poor attendance as being a limiting factor to achievement. These students are monitored carefully and discussed weekly by Student Support and at least monthly with the Senior Leader responsible for attendance. The strategies listed below are tracked through these meetings.

### **4. Medical Diagnosis**

Students with diagnosed medical conditions are supported through an 'Integrated Health Care Plan' (IHCP). This information will be taken into account when considering pre-prosecution meetings or further referrals. The Designated Safeguarding Lead monitors IHCPs.

### **5. First day Calling or texting**

If a student is absent and we have received no notification the Attendance Officer either telephones or uses our In Touch system that uses text message or email to notify the parent/ guardian the student is absent from school and asks them to contact us with a reason. First day calling is in place for all 'Children in Care' (CiC).

### **6. Attendance reports**

Students whose attendance percentage start to fall, are consistently late or are known to have truanted are placed onto an attendance report. The student is given a target to reach and is rewarded when they reach this target. Parents are informed about progress.

### **7. Reward Policy**

Students are recognized and rewarded for excellent attendance or significantly improved attendance. Students also have the chance to attend an end-of-year trip when their community merits are calculated against their attendance.

### **8. Use of outside agencies**

Hillview School has excellent links with outside agencies. These professionals can assist students who are having issues that may affect their attendance figure. Examples are the School Nurse, Parent Support Advisor, Educational Psychologist, Child and Adolescent Mental Health Service, Social Services and Counsellors.

### **9. Publishing attendance & punctuality figures on student reports.**

Hillview School believes that this enables parents and mentors / subject teachers to discuss the impact that poor attendance & punctuality has on the progress of a student.

## **10. Personal attendance targets**

Every Year 7–11 student is set a personal attendance target linked to past data and acceptable standards. The minimum expectation is 98%+.

## **11. Promotion of attendance figures**

11.1 Screens around the school highlight acceptable attendance figures – linked to community performance. This heightens student awareness of the importance of attendance.

11.2 We advertise good practice in the School's reception area and notify parents as soon as their child's attendance figure falls to an unsatisfactory level (below 98%), after term 2. Attendance is identified on full reports and progress reports.

## **12. Parent and student attendance meeting with Student Support or SEAAS**

Parents will be asked to meet with SEAAS if their child's attendance is not satisfactory. Targets will be agreed in the meeting and a follow up meeting will be held.

## **13. Home Visits**

Home visits may be made to students/parents where attendance is of particular concern by SEAAS on behalf of the school, by the Intensive Support Manager or a Student Support Manager where appropriate. If no valid reason is found for the student absence then they will be expected to return to school immediately. This will be recorded and parents informed.

## **14. Arbor Parent Website Portal or App**

The Arbor platform allows parents to track their child's attendance quickly.

## **15. Assemblies**

Assemblies are led to link the importance of great attendance to progress and achievement and developing their 'pure potential' ready for the wider role they will play in society.

## **16. Strengths based meetings**

If a potentially vulnerable students' attendance declines, then a 1:1 strengths based meeting may take place with either a Student Social Worker or a Student Support Manager.

## **17. Early Help Referral**

Where appropriate the school may refer the student and / or family to receive help via the Early Help pathway. The school works very closely with Early Help agencies and workers to support students and parents in improving not only attendance and punctuality, but a vast array of areas.

## **18. Key Stage 5 specific strategies**

18.1 Absence request forms allow students to request up to 3 university visits per year. 2 days' notice must be given.

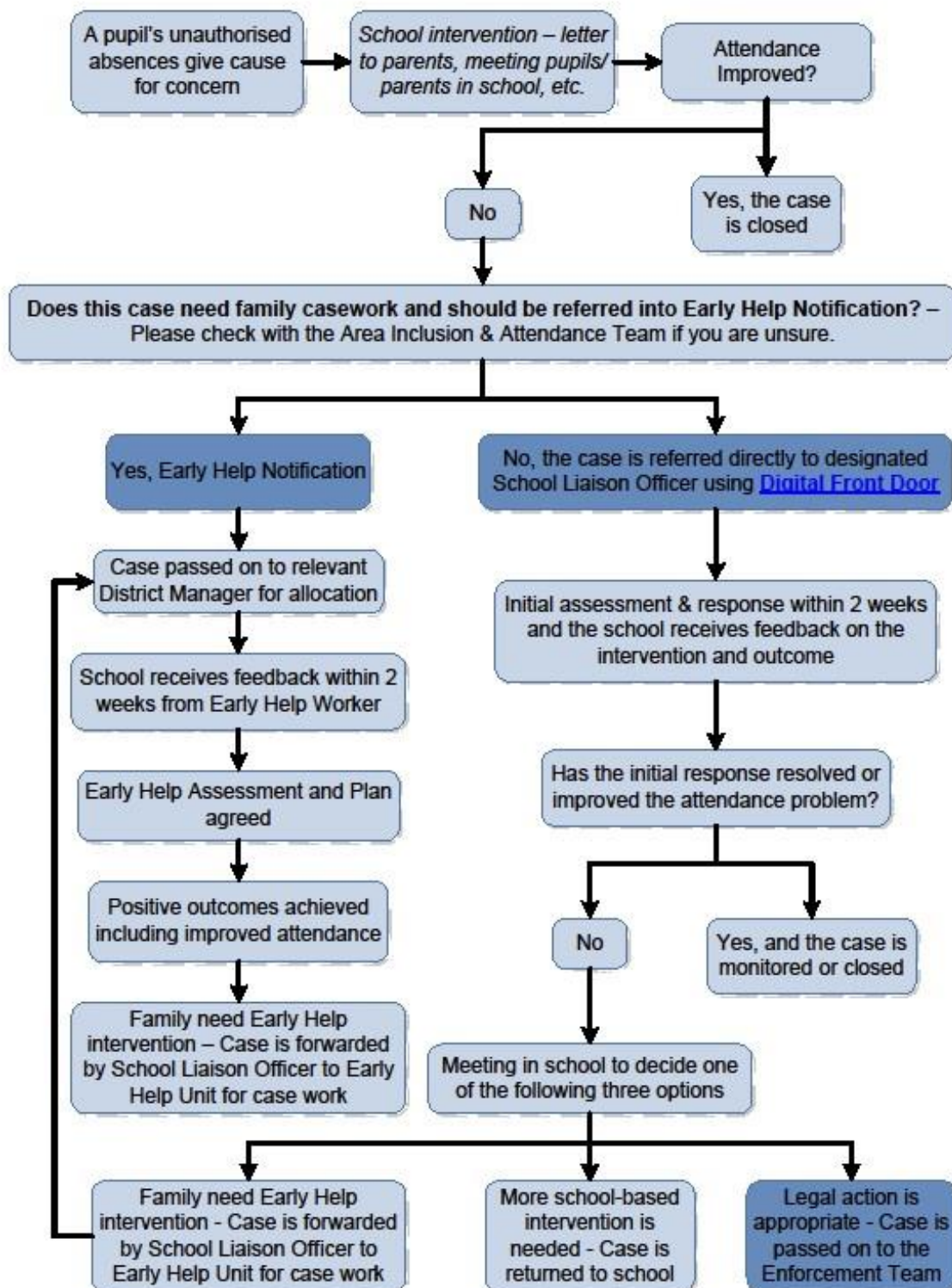
## **18.2 Loss of Privileges**

Any student who has missed 3 or more Mentor Time sessions will have their privileges to leave the school site removed for a week, this will be monitored by the Sixth Form team.

### **18.3 Lock Down**

If a student is either not progressing, behaving poorly or not attending regularly (including punctuality) then the Sixth Form Team can enforce a 'lock down' where all possible "free" lessons are supervised.

## Kent School Referral Pathway – Pupil Attendance



## Appendix 8 – Register Codes

The DfE offers a comprehensive set of register codes which all schools are required to use. These codes are as follows:

/ \	–	Present am/pm
B	–	Educated off site – <u>Approved Educational Activity</u> .
C	–	Other authorised circumstances (including public performances licensed by the local authority, family bereavements, exceptional special occasions) – <u>Authorised Absence</u> .
D	–	Dual registration (i.e student attending other establishment) – <u>Approved Educational Activity</u> .
E	–	Excluded (no alternative provision made) – <u>Authorised Absence</u> .
F	–	Extended family holiday (agreed) – <u>Authorised Absence</u> .
G	–	Family holiday (not agreed or days in excess of agreement) – <u>Unauthorised Absence</u> .
H	–	Family holiday during term-time (provided this has been agreed by the school) – <u>Authorised Absence</u> .
I	–	Illness (not medical/dental appointments) – <u>Authorised Absence</u> .
J	–	Interview – <u>Approved Educational Activity</u> .
L	–	Late (before registers close) – <u>Present</u> .
M	–	Medical/Dental appointments – <u>Authorised Absence</u> .
N	–	No reason yet provided for absence – <u>Unauthorised Absence</u> .
O	–	<u>Unauthorised Absence</u> .
P	–	Approved Sporting Activity – <u>Approved Educational Activity</u> .
R	–	Religious Observance – <u>Authorised Absence</u> .
S	–	Study Leave – <u>Authorised Absence</u> .
T	–	Traveller child travelling – <u>Authorised Absence</u> .
U	–	Late after registers close without an acceptable explanation – <u>Unauthorised Absence</u> .
V	–	Educational visit or trip – <u>Approved Educational Activity</u> .
W	–	Work Experience – <u>Approved Educational Activity</u> .
X	–	Non-compulsory school age absence – not counted in possible attendances.
Y	–	Enforced closure – not counted in possible attendances.
Z	–	Student not yet on roll – not counted in possible attendances.
#	–	School closed – not counted in possible attendance.

## Appendix 9 – Attendance Steps

	Attend ance %	<u>Actions</u>	<u>If no change</u>
Level 3	Less than 90%	<b>Persistent Absentee:</b> Fixed Penalty Notice sent via SEAAS Phone call from SEAAS Letter 3 sent home–Attendance Officer Fixed Penalty Notice sent via SEAAS Continued SEAAS (EWO) and Intensive Support Manager involvement Pre referral meeting –SSM/SEAAS Consider EHN – SSM Monitoring of target continues – mentor Attendance Action Plan –SEAAS Letter 4 Sent – Attendance Officer	Refer to SLT/ SEAAS
Level 2	90–96%	<b>POSSIBLE STRATEGIES IF NEEDED</b> Student Meeting (if required) Letter 2 sent home Early Intervention Meeting with parents and SEAAS & SSM Attendance target reviewed in Mentor Time with student	Refer to SSM
Level 1	Less than 98%	<b>POSSIBLE STRATEGIES IF NEEDED</b> Student meeting with mentor Phone call home (Mentor) – recorded on SIMS Letter 1 sent home by Attendance Officer Attendance target set in planner with student by Mentor	Refer to SSM

### Rewarding Attendance:

- End of year rewards visit



## Hillview School for Girls Trustees' Attendance Policy

Main compiler: Rebecca Edwins (Deputy Headteacher)

Date of approval by Trustees:

Most recent update: June 2023

Consulted:

DfE guidance – “School Attendance” 2 November 2016

KCC: [www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias](http://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias)  
(2019)

Ofsted document: ‘Attendance in Secondary Schools’  
September 2013, amendments to the Education (Student Registration)  
(England) Regulations 2006

KCC Attendance and Behaviour Service

SEAAS – Julie Gilliam and Phil Turner

‘Improving attendance and behaviour’ DfE document.

‘Addressing Absence – suggestions for schools’ National Strategies  
2008

Securing good attendance in secondary schools DfE

Evaluation Schedule for the inspection of School Attendance Sept  
2009

Summary of responsibilities where a mental health issue is affecting  
attendance, DfE Guidance February 2023

Anticipated review date: June 2024