

CRAMLINGTON LEARNING VILLAGE



ATTENDANCE POLICY

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REVISION HISTORY

Revised On	Version	Description	Approved By
Nov 23	1.0	<ul style="list-style-type: none"> A. Audited and checked policy against latest DFE non-statutory guidance (Working Together to Improve Attendance) B. Updated attendance targets and benefits of high levels of attendance C. Updated expectations on students and parents D. Updated procedures around unplanned absence or illness E. Penalty notices - Included option to refer to EWO for unauthorised leave of absence F. Updated sanctions relating to students arriving late to school G. Updated school support systems and professionals working in schools to support attendance H. Guidance included on responsibilities for students with Mental Health issues impacting attendance I. Updated Roles and Interventions to promote good attendance and reduce absence J. Added Appendix 6 - Attendance Support plan template document K. Added Appendix 7 - Attendance Parent Contract L. Added Appendix 8 - Monitoring, Responsibilities and Accountability 	CoHeads
July 24	2.0	Full revision of policy as per the DFE Statutory Guidance Working Together to improve school attendance	
Jan 26	2.5	Updated Aims to reflect work to support vulnerable students; Updated Attendance Support Plan (Appendix 4)	

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1. Aims

Excellent attendance underpins high-quality learning, personal development and a strong sense of belonging within school.

Regular attendance enables students to access the full curriculum, build secure relationships with staff and peers, and participate fully in the life of the school community.

We recognise that attendance is both an educational and safeguarding priority and a key driver of inclusion and equity.

This policy sets out our commitment to fulfilling our statutory responsibilities in relation to school attendance, including those outlined in the Department for Education's Working Together to Improve School Attendance guidance (effective from August 2024). Our approach is rooted in a whole-school culture that values attendance as a shared endeavour, underpinned by high expectations, inclusive practice and strong relationships.

- Setting high, clear and inclusive expectations for the attendance and punctuality of all students, while recognising that some students may require additional support to meet these expectations
- Promoting good attendance through consistent messaging that emphasises belonging, wellbeing and the benefits of regular attendance for learning and personal development
- Reducing absence, including persistent and severe absence, through early identification, proportionate support and timely intervention
- Ensuring every student has access to the full-time education to which they are entitled, with reasonable adjustments made where barriers to attendance exist
- Acting early to address patterns of absence using a graduated, supportive approach
- Building strong relationships with families and external partners so that students receive the right support at the right time to attend school

We will also promote and support punctuality as an important aspect of readiness to learn, inclusion in lessons and positive routines.

We believe that regular school attendance is crucial to allowing children to maximise the educational opportunities available to them and to thrive academically, socially and emotionally. Consistent attendance supports students to develop resilience, confidence and independence, preparing them to make a positive contribution to society.

We are committed to valuing every student as an individual. As set out in this policy, we will work with families to identify the reasons for poor attendance early including health, wellbeing, special educational needs, safeguarding concerns or wider family circumstances, and to resolve barriers through empathetic, solution-focused support.

We believe attendance is a shared responsibility, involving the whole school community alongside governors, local services and external agencies. Our Attendance Policy should not be viewed in isolation; it is a thread running through all aspects of school improvement and inclusion, and is supported by our policies on safeguarding, anti-bullying, SEND, behaviour and wellbeing, promoting a culture in which all students feel safe, supported and that they belong.

Attendance, Inclusion and Vulnerable students

We recognise that some students may face greater barriers to regular attendance and are therefore more vulnerable to absence, including students with special educational needs and/or disabilities (SEND), students eligible for student premium, those experiencing emotionally based school avoidance (EBSA), and students who are known to social care or other external agencies. For these students, attendance concerns are understood within the wider context of need, wellbeing and lived experience.

Our approach prioritises early identification, relational practice and a graduated response. We work closely with students, families and relevant professionals to understand the underlying causes of absence and to remove barriers wherever possible. This may include reasonable adjustments, additional pastoral or SEND support, mental health or wellbeing interventions, and coordinated multi-agency working.

We are committed to ensuring that attendance strategies for vulnerable students are inclusive, proportionate and supportive, and that they promote a strong sense of safety, belonging and trust.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). Section 7 of the 1996 Education Act states that parents must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability and aptitude and to any special educational needs they may have, either by regular attendance at school or otherwise.

The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(student Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

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

3. Roles and responsibilities

3.0 Rights/Roles/ Responsibilities

There is a clear link between poor attendance at school and lower academic achievement.

We believe that improved school attendance can only be achieved if it is viewed as a shared responsibility of the school staff, governors, parents/carers, students and the wider school community.

Damian Clark, Deputy Headteacher (JLV), David Bell, Deputy Headteacher (SLV) are responsible for our attendance strategy. They work in liaison with the Janet Leese - Attendance Manager and the Attendance Team, Heads of Year / Learning Managers, pastoral co-ordinators and Education Welfare Officers from Northumberland County Council.

3.1 students are expected to:

- Attend school every day, on time
- Aim for 100% attendance every year
- Attend every timetabled session, on time
- Arrive at school every day in good time. Arriving after 8.40am will be marked as a Late mark. Frequent lateness will result in sanctions described in the section on late arrivals.
- Talk to your learning guide or pastoral team about issues which may affect your attendance.

3.2 Parents

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)

Cramlington Learning Village expects Parents/Carers to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 8.30 am on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting your child's Learning Manager who can be contacted via the main school number 01670 712311
- Talk to their son/daughter about their experiences in school and to take a positive interest in their son/daughter's learning and educational progress.
- Support the school; take every opportunity to get involved in their child's education, form a positive relationship with school and acknowledge the importance of children receiving the same messages from both school and home.
- Instil the value of education and regular school attendance within the home.
- Encourage their child to look to the future and have aspirations.
- Contact the school on the first day of absence to let them know the reason for the absence and the expected date of return. Though verbal explanations may be acceptable it should be followed up with a note where possible.
- Provide a medical note for absences longer than 5 days.
- Ensure that their child gets to school on time (before 8.40am)
- Ensure that their child catches up on missed work to avoid 'gaps' in their knowledge.
- Not take family holidays during term time (see further guidance below)
- Avoid unnecessary absences. Wherever possible make medical appointments outside of school hours.

- Ask the school for help if their child is experiencing difficulties.
- Inform the school of any change in circumstances that may impact on their child's attendance.
- Engage with the school's offers of support by attending meetings or engaging with the school to help us understand any potential barriers to attendance. Proactively engage with school to prevent the need for more formal support, including any parenting contract or voluntary early help plan to prevent the need for legal intervention.
- Encourage routine at home, for example, appropriate bedtimes, homework, preparing school bags and uniform the evening before.
- Support our school's policy on holidays by avoiding taking leave of absence during term time as per the signed home school agreement (see appendix 4).

3.3 The governing body

The governing body is responsible for:

- Setting high expectations of all school leaders, staff, students and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students needs
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific students, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the Coheadteachers to account for the implementation of this policy

3.4 The Coheadteachers

The Coheadteachers are responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual students
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the Attendance Manager to be able to do so
- Working with the parents of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents through all available channels

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with students, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with students and their parents/carers
- Delivering targeted intervention and support to students and families

The designated senior leader responsible for attendance is Mr D Clark.

3.4 The attendance manager

The school attendance manager is responsible for:

- Monitoring and analysing attendance data (see section 7)
- 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 senior leader responsible for attendance, and the Coheadteachers.
- Working with education welfare officers to tackle persistent absence
- Advising the Co-headteachers when to issue fixed-penalty notices

The attendance officer is Mrs Janet Leese.

3.5 Learning Guides and teaching staff

Learning Guides are responsible for recording attendance for morning sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office at 8.50am each morning. Teaching staff are required to register and record attendance data within the first 5 minutes of each lesson during the school day.

3.6 Attendance and admin staff

School attendance and admin staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to pastoral staff where appropriate, in order to provide them with more detailed support on attendance
- Contact parents/ carers on the first day of absence to establish the reasons for absence using both phone calls, text based messages and emails where appropriate.

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register, and place all students onto this register.

We will take our attendance register at the start of the first session of each school day and during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (student Registration) (England) Regulations 2024, whether every student is:

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

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

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

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

The school day starts at 8.40 and ends at 3.20pm on Mon, Tues, Thurs and Friday or 2.30pm on Wednesday. Year7 Challenge Wednesday takes place from 2.30 to 3.30pm each week.

students must arrive in school by 8.35 on each school day.

The register for the first session will be taken at 8.40 and will be kept open until 9.00am. The register for the second session will be taken at 1.25pm and will be kept open until 1.35pm

4.2 Unplanned absence

The student's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30am, or as soon as practically possible, by calling the school on 01670 712311 and selecting the absence line.

For students with attendance above 90%, absence due to illness will be authorised unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 3 days, or if the student's attendance is below 90%, the school may ask parents to provide medical evidence. If there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

Where there are concerns about the authenticity of a reported illness or ongoing concerns about a student's attendance the absence may be marked as unauthorised.

The following guidance is shared with parents and carers and used by staff in school to discuss with students when they report illness.

- [NHS Guidance: Is my child too ill for school?](#)
- [Chief Medical Officer's letter to schools](#)

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the student's parent notifies the school in advance of the appointment. This can be done by phoning the absence line on 01670 712311 and speaking to attendance and admin staff or leave a voicemail. However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, students should attend school for part of the day. Parents should show the appointment card to school.

The student's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

Why does my child need to be at school on time?

- Arriving late to school represents a significant safeguarding risk
- Arriving late means that your child misses out on vital contact with their Learning Guide and can mean that they are not ready for learning
- Arriving late to school disrupts the learning of others and whilst the teacher has to settle your child into the classrooms and the learning taking place

A student who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

Registration begins at 8.40am, but school expects students to be on site from 8.35am. Students arriving after 8.40am will be marked as present but arriving late (L). The register will close at 9.00am. Students arriving after the close of register will be recorded as late after registration (U). This will not be authorised and will count as an absence for that school session. Parents are informed via an email

system which notifies them when their child is late arriving at school once registers have been taken in the morning session.

On arrival after the close of the register, students must immediately report to the school office (JLV) to ensure that we can be responsible for their health and safety whilst they are in school. Absence will only be **authorised** if a satisfactory explanation for the late arrival can be provided, for example, evidence of attendance at a medical appointment or school has agreed with parent/carer.

The absence will be recorded as **unauthorised** if the student has arrived late without justifiable cause, for example, if they woke up late.

Arriving late for school can severely affect achievement. Five minutes late each day = three days lost over the year. We regularly monitor punctuality and write to parents/carers informing them of a clear punctuality monitoring period for their son/daughter and that, if timekeeping does not improve, sanctions may be put in place, with continued concerns resulting in informing our Education Welfare Officer.

Sanctions for late arrival

- A student arriving late on 2 occasions in one week - 1 hour detention after school the following week.
- A student arriving late on 4 or more occasions in a half term - 90 minute detention after school the following week
- A student arriving late on 6 or more occasions in a half term - 2 hour detention after school the following week.

A student who persistently arrives late (more than 10% of the time) will require a parental meeting in school and Parenting Contract. (see appendix 6)

4.5 Following up unexplained absence

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

- Call the student's parent on the morning of the first day of unexplained absence to ascertain the reason. If no contact is made we will text, email and send letters to the home address. If the school cannot reach any of the student's emergency contacts, the school may visit the home address, contact the Education Welfare Officer or contact Police.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the student was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to a student's external agencies (eg Children's Services)
- Where appropriate, offer support to the student and/or their parents to improve attendance
- Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with, school may issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate. Please refer to Appendix 2 which indicates how school responds to falling or low attendance.

4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels. Parents and carers can check their child's attendance data daily through the Frog Parent Portal. Attendance data is also shared with parents / carers at each Review sent home termly.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

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

The headteacher will only grant a **leave of absence** to a student during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

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

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

As a leave of absence will only be granted in exceptional circumstances. We define exceptional circumstances as one off events that are unavoidable. It is unlikely a leave of absence will be granted for the purposes of a family holiday.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible from the school website: https://www.cramlingtonlv.co.uk/?page_id=7727 . The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's 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, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the student is attending educational provision
- If the student is currently suspended or excluded from school (and no alternative provision has been made)

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

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

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that student
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the student must not be present in a public place on that day).

Each parent who is liable for the student's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same student, the parent must pay £160 if paid within 28 days.

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

Notices to improve

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

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

They will include:

- Details of the student's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

6. Strategies for promoting attendance

We believe the following important principles underpin our approach to promoting high levels of attendance:

- Students, parents/carers, school staff and governors understand the issues and procedures for attendance and punctuality.
- Parents/carers and students have the opportunity to raise any concerns around attendance and feel comfortable to discuss these with school.
- Resources e.g. time, people, space are allocated to support the attendance policy. At CLV our Attendance Team who all contribute to the management and improvement of attendance.
 - Attendance Manager and Attendance Officer
 - Administrative and Reception Staff
 - Learning Managers and Pastoral Coordinators
 - Assistant Heads of Year
 - Learning Mentors
 - Learning Guides
- We communicate regularly with parents and carers about their child's attendance and the benefits of attending school.
- A whole school approach reinforces good school attendance; with good teaching and learning experiences that encourage all students to attend and achieve. A positive learning climate is essential for promoting good attendance and attendance issues are addressed in the curriculum as part of our wellbeing programme.
- The school identifies patterns of absence early and intervenes early. Research shows patterns of attendance are established early in a school career. We will work with our primary schools to identify vulnerable students and families so we can give them early support. We involve

Education Welfare and take a multi-agency response to improve attendance and support students and their families.

- The school recognises and rewards students who have good attendance and those who strive to improve their attendance through assemblies, incentives, letters and certificates.
- It is understood by parents and carers that It is their responsibility to ensure their children’s attendance at school as required by law (Section 7, Education Act 1996)
- Sanctions for failing to ensure regular attendance are fully understood by the whole school community and parents/carers.

Attendance Targets

The following poster is used with students in school to highlight that our school target for attendance for all students is a minimum of 96%

students falling below 90% are classed as **PERSISTENTLY ABSENT** and may be subject to a referral to the Education Welfare Officer. On 2 November 2023 the Children’s Commissioner reported new data suggesting that **only 36%** of students who were **persistently absent** in both year 10 and 11 went on to gain 5 good GCSEs.

CLV Attendance Ladder

Equates to:		100%	PERFECTION
4 SCHOOL DAYS off each year	98%	IMPRESSIVE	
7 SCHOOL DAYS off each year	96%	GOOD	
9 SCHOOL DAYS off each year	95%	NEARLY THERE	
13 SCHOOL DAYS off each year	93%	NEEDS TO IMPROVE	
20 SCHOOL DAYS off each year	90%	CONCERNS	
30 SCHOOL DAYS off each year	85%	SERIOUS CONCERNS	

every minute counts!

Punctuality

YOU MUST BE IN YOUR HOME ROOM FOR 8.50AM OR YOU ARE LATE!

Lateness = Lost Learning

(figures below are calculated over a school year)

5 mins late each day	3 days lost
10 mins late each day	6.5 days lost
15 mins late each day	10 days lost
20 mins late each day	13 days lost
30 mins late each day	19 days lost

As few as 19 missed days over the school year reduces your chances of success. Your SAT or GCSE results could drop by one grade across all subjects.

We share the benefits of high levels of attendance

As a school we are clear that there are well established and research based evidence to support the benefits of high levels of attendance from organisations such as the Department of Education, the Fischer Family Trust (FFT): FFT Education Datalab and the Educational Endowment Fund (EEF): Education Endowment Foundation

<p>Better Academic Achievement</p> <p>Research consistently shows a positive link between high attendance and academic achievement. Students who attend school regularly are more likely to keep up with the curriculum, understand the material, and perform better in assessments.</p>	<p>Social and Emotional Development:</p> <p>Regular attendance contributes to the social and emotional development of students. It provides opportunities for interaction with peers and teachers, fostering positive relationships that are essential for emotional well-being.</p>	<p>Preparation for the Future:</p> <p>Consistent attendance instils a sense of responsibility and discipline in students, qualities that are vital for success in further education and the workforce. It helps them develop good work habits and time management skills.</p>
<p>Routine and Structure:</p> <p>School attendance establishes a routine and structure in students' lives. Predictability and order contribute to a sense of security, helping to reduce anxiety and stress levels.</p>	<p>Lost learning</p> <p>Missing even one or two days each term can have a long term impact on their outcomes. Recovering lost learning takes time and effort and is much more difficult when a student is missing from the classroom</p>	<p>Coping Skills and Resilience:</p> <p>School attendance exposes students to various challenges and opportunities to develop coping skills and resilience. Overcoming academic and social obstacles contributes to a positive self-image and mental well-being.</p>

7. Supporting students who are absent or returning to school

7.1 students absent due to complex barriers to attendance

The School recognises that poor attendance is often a sign that there are more serious issues going on in a child's life. This may be linked to problems at home and/or in school. Parents/carers should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and/or behaviour in school, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help the school identify any additional support that may be required.

We also recognise that some students are more likely to require additional support to attain good attendance, for example, those students with special educational needs, those with physical or mental health needs, migrant and refugee students and looked after children.

The school will implement strategies to support improved attendance. Strategies used will include:

- Discussion with parent/carers and students
- Weekly attendance meetings with pastoral staff
- Tailored support from Assistant Heads of Year
- Attendance reports
- Referrals to support agencies
- Learning mentors

- Thrive Practitioner
- SEMH Trained HLTAs (Higher Level Teaching Assistants)
- Student Voice
- Friendship groups
- Nurture groups
- Well being programme
- Reward systems
- Additional learning support – The Bridge / Inspire 11 / Reset Room
- Behaviour support
- Inclusion facilities such as The Base, Aspire or Tranquility programme
- Reintegration support packages

Support offered to families will be child centred and planned in discussion and agreement with both parents/carers and students.

Where parents/carers fail or refuse to engage with the support offered and further unauthorised absence occurs, we will refer to Education Welfare and the use of legal sanctions will be considered

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

Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, exams or variable moods. It is important to note that these students are still expected to attend school regularly.

School staff will work quickly to communicate this expectation to parents/carers, and work together with them to ensure that such circumstances do not act as a barrier to regular attendance.

Where any associated anxiety about attending will be mitigated as much as possible by creating a plan to implement reasonable adjustments to alleviate specific barriers to attendance. These adjustments should be agreed by and regularly reviewed with all parties, including parents/carers.

This term “reasonable adjustments” is used here to describe those actions in general terms, as opposed to relating to a school’s duty to make reasonable adjustments for students with a disability under section 20 of the 2010 Equality Act. In developing a plan to support attendance through reasonable adjustments, school staff will take into account the individual circumstances of the child, being mindful of safeguarding responsibilities as set out in the Keeping children safe in education 2025 guidance.

School may request evidence from parents or carers of social and emotional or mental health (SEMH) needs through medical notes, appointments cards or other appropriate evidence.

School may consider the following actions to improve attendance of those students with social and emotional or mental health (SEMH) needs:

- a. Meet and discuss the needs of students with parents and carers
- b. Provide access to educational support and tutoring
- c. Support the family if they need to visit health professionals
- d. Put in place additional pastoral care
- e. Signpost to school nursing services
- f. Provide cross agency support through TAF

Where support offered is not engaged with, or where all other options have been exhausted or deemed inappropriate, schools should work with Local Authority to consider whether to formalise support or to enforce attendance through legal intervention in the normal way under their existing powers.

The following link provides more information from the DfE;

[Summary of responsibilities where a mental health issue is affecting attendance - GOV.UK](#)

[Summary table of responsibilities for school attendance \(GOV.UK\)](#)

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

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

Where a student has returned to school following a significant unavoidable period of absence we will meet with parents / carers to understand the barriers to attendance and put in place a plan to ensure that the student can return to school, including returning to school from Elective Education at Home (EHE). This may require some adjustments to be made in order to accommodate a medical or SEND need. School will work together with external agencies where appropriate to ensure that reasonable adjustments can be made with the aim of establishing an improvement in attendance to school and resumption of face to face education.

8. Attendance monitoring

8.1 Monitoring attendance

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

Specific student information will be shared with the DfE on request. The school shares attendance data with the DfE on a daily basis and the DfE has access to its management information system so the data can be accessed regularly and securely.

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

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify students, groups or cohorts that need additional support with their attendance, and
- Identify students whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to Learning Guides, to facilitate discussions with students and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and student premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

8.4 Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of students who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - o Discuss attendance and engagement at school
 - o Listen, and understand barriers to attendance
 - o Explain the help that is available
 - o Explain the potential consequences of, and sanctions for, persistent and severe absence
 - o Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum each year by D Clark (Deputy Head). At every review, the policy will be approved by the Standards and Outcomes Committee

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- SEND Policy
- Supporting students with medical conditions policy

11. Appendix

Appendix 1: attendance codes

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

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

S	Study leave	student has been granted leave of absence to study for a public examination
X	Not required to be in school	student of non-compulsory school age is not required to attend
C2	Part-time timetable	student is not in school due to having a part-time timetable
C	Exceptional circumstances	student has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	student is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	student is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	student is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	student has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	student is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency

Y3	Part of school premises closed	student is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every student absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	student is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	student's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	student is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	student has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective student not on admission register	student has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2 School Interventions for falling or low attendance

Attendance at the end of the Half Term	Roles and Interventions to promote good attendance and reduce absence	
<p>students with Good Attendance</p> <p>100-95% Learning Guide</p>	<p>All students are supported to develop good attendance patterns</p> <ul style="list-style-type: none"> Promote good attendance with all students Discuss absences with students on return to school Remind students of attendance targets and allow students to view their attendance data Closely monitor Home Group absence Communicate with students and parents about barriers to attendance Support students to improve attendance Inform Learning Manager of concerns Letters and certificates of recognition for good attendance will be issued termly 	
<p>students with falling attendance</p> <p>92-94.9%</p> <p>Assistant Head of Year</p>	<p>Early Intervention</p> <ul style="list-style-type: none"> Closely monitor attendance patterns Discuss issues with students and parents Work with students weekly and families to remove barriers Provide support plans to improve attendance and engagement Communicate and refer to Attendance Manager Liaise with school staff to implement plans <p>By the end of a half term:</p> <ul style="list-style-type: none"> If a student's absence is at 92% a letter of concern will be sent and a 4 week monitoring period will take place. 	
<p>students with low attendance</p> <p>90-92%</p> <p>Learning Manager</p>	<p>Intervening as early as possible and agreeing an action plan for students with a high level of absence and those showing disengagement with school. A letter of concern will be sent and a 4 week monitoring period will take place. No improvement may result in:</p> <ul style="list-style-type: none"> Meetings in school with parents / carers. Attendance Support Plan in place and reviewed Home Visits from the attendance officer A second letter will be sent home and may result in absences not being authorised by school A referral to external agencies may be considered (Early Help) 	
<p>Persistently absent students</p> <p>90% or below</p> <p>Learning Manager and Attendance Manager</p>	<p>Additional Targeted Support will be offered and put in place and where necessary work with partners and agree a joint approach with external agencies and local authority for all persistently or severely persistently absent students.</p>	<p>If there is no further improvement the Attendance Officer may:</p> <ul style="list-style-type: none"> Invite parents and carers to meeting in school or carry out Home Visits Work together to create an Attendance Support Plan Issue a letter advising that school will not authorise absence without medical evidence Refer your child to the Educational Welfare Officer <p>If there is continual lack of improvement the Attendance Officer along with the Educational Welfare Officer may:</p>

		<ul style="list-style-type: none">• Issue a 15 day formal warning PR letter• Initiate legal procedures against you• Pursue court proceeding and with the possibility of a Fixed Penalty Notice• Issue an enforceable Education Supervision Order
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Appendix 3 Leave of Absence Request (Hosted on school website)

CRAMLINGTON LEARNING VILLAGE

REQUEST FOR LEAVE OF ABSENCE - DURING TERM TIME

Education (student Registration) (England) Regulations 2006

Education (student Registration) (England) (Amendment) Regulations 2013

The 2013 amendments to the 2006 regulations explain clearly that Head Teachers may not grant any leave of absence during term time unless there are exceptional circumstances. Head Teachers should also determine the number of school days a child can be away from school if leave is granted.

Name of student	
Date of birth	
Address	
Tutor/Year group	
Contact Numbers	
Name and Primary School of siblings	

I request permission for my child to be granted leave of absence from school between:-

First Day of Absence	
Date of Return	
Total School Days	

Please fully explain the exceptional circumstances relating to the leave of absence you would like the Head Teacher to consider. *(Continue on a separate sheet if necessary).*

Declaration of Parents/Carers:

I have read and understood the information regarding leave of absence during term time, unauthorised absence, and Penalty Notices. I am aware of the possible consequences should I take my child on leave of absence without the prior authorisation of the Head Teacher.

Signature.....(Parent/Carer)

Date.....

Signature.....(Parent/Carer)

Date.....

Important Information for Parents/Carers from the Local Authority

Under The Education Act (1996) requires parents to ensure their child attends school regularly. There is no automatic right to take your child out of school during term time. The Law does however allow Head Teachers to consider individual requests to authorise a Leave of Absence in Exceptional Circumstance(s).

The Head Teacher must be satisfied that there are exceptional circumstances to justify an authorised absence. It is the parent's responsibility when submitting the request to provide all the information and evidence to prove exceptional circumstances.

The request for authorised Leave of Absence must be made at least four weeks in advance and the Head Teacher may invite the parent/carer(s) into school to discuss the request before a decision is made.

If the Head Teacher authorises the Leave of Absence it is expected that the child's attendance will be of a satisfactory level both prior and after the date covered by the request.

If the Head Teacher refuses Leave of Absence and the absence is recorded as unauthorised, the Head Teacher may refer the matter to the Local Authority requesting that a Penalty Notice be issued.

A Penalty Notice is £80 if paid within 21 days of receipt, rising to £160 if paid after 21 days but within 28 days. If the penalty is not paid in full by the end of the 28 day period the Local Authority may prosecute for the offence to which the notice applies.

Where there is more than one child, each parent may be issued with a Penalty Notice in respect of each child.

Research suggests that children who are absent from School may never catch up on the learning they have missed, which may ultimately affect exam and test results. As a parent/carer, you can demonstrate your commitment to your child's education by not allowing your child to miss school for anything other than an exceptional and unavoidable reason.

Appendix 4 Attendance Support Plan



Cramlington Learning Village

Attendance Support Plan

Student name:	
Current Attendance	

Date of meeting / call	
Key contact Home	
Key Contact School:	

Barriers / Issues / Concerns to attendance
Support Plan / Actions agreed

Date for review meeting:	
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I confirm that this Attendance Support Plan was agreed by all present.

Signed:..... Parent/carer

Signed student

Signed..... School Representative