



ATTENDANCE & PUNCTUALITY POLICY

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
4.0	1	Added wording to Policy Aims and Ethos section
4.0	2	Added wording and reference to guidance documents
4.0	2	Added wording to end of section regarding governance, benchmarking, collaboration in the trust
4.0	3	Added section 3 Attendance Expectations
4.0	4.8	Added students responsible for section
4.0	4.9	Added Tutors and Head of Year to responsibility section
4.0	5	Added section Working with parents to improve attendance
4.0	6	Added Section SEND and health related absences
4.0	7.3 (a)	Added info on long term absences and work sent home
4.0	7.6 (a)	Added information regarding unauthorised lates and penalty notices for U codes
4.0	7.7 (a)	Added details on procedures to reduce unauthorised absences
4.0	8.2	Added wording to reducing PA section.
4.0	8.4	Added wording regarding type and frequency of monitoring
4.0	8.5	Added wording to opening paragraph
4.0	9	Updated Attendance Strategy and internal procedures
4.0	10	Updated changes to school timings of the day – covid details removed

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1. Policy Aims and Ethos

At the Royal Greenwich Trust School, our aim is to provide transformational educational opportunities for all children. Through a broad and balanced curriculum, a wide range of enriching learning experiences and a tailored approach to support the individual student, our students will leave school as young adults who are responsible global citizens who have a clear vision for their futures.

Excellent attendance and punctuality play a crucial role in all students' academic progress. In order for all children to achieve their full educational potential, attending every day and on time to all lessons is essential to this. At the Royal Greenwich Trust School (the 'School') we have established clear strategies, processes and systems to target those with low attendance as well as systems that look to promote outstanding attendance.

We understand that barriers to attendance are complex, and that some students find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with students and parents.

We take a whole-school approach to securing good attendance, and recognise the impact that our efforts in other areas – such as the curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources such as pupil premium – can have on improving student attendance.

This policy aims to:

- Provide a clear framework for all stakeholders with regard to promoting and modelling outstanding attendance
- Promote children's welfare and safeguarding
- Ensure every student has access to the full-time education to which they are entitled
- Ensure that students have access to the widest possible range of opportunities at school and when they leave school
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently
- Support core values and ethos of the school to ensure that our students develop into Royal Greenwich Trust graduates and global citizens
- Identify responsibilities of key stakeholders in securing exceptional quality of provision for all of our students.

Promoting Outstanding Attendance:

Our attendance expectation for all students is above 97%. Regular attendance is the responsibility of parent/carers, student and all members of the school staff. To promote outstanding attendance at our school, this is achieved by:

- Building strong relationships with families to overcome barriers to attendance
- Contact parent/carers should their child's attendance fall below the school's attendance target and alternatively notify them when their child has improved
- Regular Head of Year meetings with the Student Services Manager to identify students that require attendance support for those that fall below target
- Report to parent/carers annually on their child's attendance with the annual school report
- 1:1 welfare session with key staff to promote attendance and identify any issues

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- Celebrate excellent attendance by displaying and reporting individual and class achievements
- Reward students with good or improving attendance and those that have overcome barriers to attend.

School Attendance and the Law: DfE School Attendance Aug 2020

The government expects schools and local authorities to:

- Promote good attendance and reduce absences, including persistent absences
- Ensure every student has access to full time education which they are entitled
- Act early to address patterns of absence

The government expects parent/carers to:

- Parents to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly
- All parent/carers must ensure that their child attends school every day - failure to ensure regular and punctual attendance may result in the issuing of a penalty notice under Anti-Social Behaviour Act 2003 and/or prosecution under section 444 of the Education Act 1996.

Persistent Absenteeism (PA)

A student is defined by the Government as a 'persistent absentee' when they miss 10% or more from their learning across the school year, whether the leave is authorised or unauthorised. In other terms, when a child's attendance is 90% or below – this is a serious cause for concern. Actions that may follow and can include for those students in PA:

90% - Attendance Causing Concern, 19 days or 95 lessons missed. Students in this group are missing a month of school per year; it will be difficult for them to achieve their best. Students within this category are classed as 'Persistent Absentees' and will result in a referral to the Local Authority.

85% - Very Poor Attendance, 29 days missed or 145 lessons missed. Not only are students with this level of attendance highly unlikely to make even satisfactory progress, parents/carers of students in this group could also face the possibility of legal action being taken by the Local Authority or lose their school place.

2. Links to Legislation and Guidance Documents

This policy meets the requirements of the school attendance guidance from the Department of Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Student Registration) (England) Regulations 2006 (as amended)

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- DfE (2022) ‘Working together to improve school attendance’
- DfE (2016) ‘Children missing education’
- DfE (2022) ‘Keeping children safe in education 2022’
- School attendance: Guidance for maintained schools, academies, independent schools and local authorities (August 2020)
- 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, 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- This policy also refers to the DfE’s guidance on the school census, which explains the persistent absence threshold.

The School Committee will regularly review attendance data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

The school will also benchmark its attendance data against local-, regional- and national-level data to identify areas of success and areas for improvement, and will share practice which has been shown to be effective with other schools.

The board of trustees will ensure staff from different schools within the trust regularly share expertise and collaborate on interventions.

2.1. Relevant Internal Policies

This policy links to the following policies:

- Complaints Procedures Policy
- Children Missing Education Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Supporting Students with Medical Conditions Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Attendance Officer Home Visit Policy
- Students with Additional Health Needs Attendance Policy

See Appendix 3 for policy link and useful documents

3. Attendance Expectations

The school has high expectations for students’ attendance and punctuality, and ensures that these expectations are communicated regularly to parents and students.

Students will be expected to:

- Attend school every day they are required to be at school, for the full day.
- Attend school punctually.

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- Attend every timetabled lesson.

The school day starts at **8:40am**, and students will be in their classroom, ready to begin lessons at this time; therefore, students will be expected to be on the school site by **8:35am**. Students will have a morning break at either **9:55am** (Year 8, 9, 6th Form) or **10:50am** (Year 7, 10, 11) lasting 20mins, and a lunch break at either **12:05pm** (Year 8, 9, 6th Form) or **13:00** (Year 7, 10, 11) lasting 30mins, – students will be expected to have returned from each break and be ready to recommence learning at the stated times. Registers will be taken as follows throughout the school day:

- The morning register will be marked by **9:20am**. Students will receive a late mark if they are not in their classroom by this time. Students attending after this time will receive a mark to show that they were on site, but this will count as a late mark
- The morning register will close at **9:30am**. Students will receive a mark of absence if they do not attend school before this time
- The afternoon register will be marked by **1:40pm**. Students will receive a late mark if they are not in their classroom by this time
- The afternoon register will close at **1:50pm**. Students will receive a mark of absence if they are not present

Class teachers will also take informal registers at the start of each lesson period to ensure that students are attending all timetabled lessons. These registers will be analysed alongside formal registers in line with the section of this policy.

Students will be encouraged to communicate any concerns related to attendance and absence as soon as possible to the relevant member of staff.

4. Roles and Responsibilities

Attendance is a key part of engaging students with education and is the responsibility of all staff at the school. Please see below details of relevant staff and their support provided with attendance at RGTS.

Please see Appendix 1 for full details.

4.1. School Committee

It is the responsibility of the School Committee to:

- Monitoring the implementation of this policy and all relevant procedures across the school.
- Promoting the importance of good attendance through the school's ethos and policies.
- Arranging attendance training for all relevant staff that is appropriate to their role.
- Working with the SLT to set goals for attendance and providing support and challenge around delivery against those goals.
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Having regard to 'Keeping children safe in education' when making arrangements to safeguard and promote the welfare of children.
- Ensuring there is a Children Missing Education Policy in place and that this is regularly reviewed and updated.

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4.2. Headteacher

It is the responsibility of the Headteacher to:

- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Appointing a member of the SLT to the attendance officer role.
- Ensuring all parents are aware of the school’s attendance expectations and procedures.
- Ensuring that every student has access to full-time education and will act as early as possible to address patterns of absence.

4.3. Student Support Manager

It is the responsibility of the Student Services Manager to:

- The overall strategic approach to attendance in school.
- Developing a clear vision for improving attendance.
- Monitoring attendance and the impact of interventions.
- Analysing attendance data and identifying areas of intervention and improvement.
- Communicating with students and parents with regard to attendance.
- Following up on incidents of persistent poor attendance.
- Informing the LA of any student being deleted from the admission and attendance registers.
- Ensure that all safeguarding attendance procedures are followed
- To liaise with schools safeguarding and pastoral teams on all attendance matters and where necessary implement actions to support students
- Liaise with the Local Authority, ensuring all borough policies are implemented
- Analyse attendance data looking at trends and patterns to support raising attendance for specific cohorts of students and sharing with the school team.
- Monitor school-level absence data and report to the Senior Leadership team, Heads of Year and other relevant staff to support students

4.4. Attendance Team

It is the responsibility of the Attendance Team to:

- Ensure all registers are received on a daily basis for all lessons (Tutor registers and Periods 1 to 6)
- To produce a fire evacuation report daily ensuring all students are accounted for
- Collate all absence information from parent/carers via phone call, voicemail, email, school comms text messages and ensure registers on SIMS are updated accordingly
- Daily contact to be made to parent/carers for absences not reported (first day calling)

4.5. Form tutors and subject teachers – taking the register

It is the responsibility of teachers are to:

- Record attendance on a daily basis, using the correct codes, and submitting this information on SIMS.
- Take the register and recording accurately on SIMS within the first ten minutes of all lessons.
- Enter all students who are late to lessons as L and enter the number of minutes late.
- Be vigilant for students truanting lessons, by keeping an eye out for students who have been marked as present earlier in the day but who are not in their lesson; class teachers should ask the student why they were absent and check with other members of staff that their reason is valid.
- Call ‘on-call’ if a student was present earlier in the day but is now absent from your lesson without explanation.

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- Issue a first warning if a student arrives late to your lesson.
- Return a student who arrives after the close of registers, if they have not collected a late slip from Student Services.
- Send a student to collect a paper register from Student Services and follow up delayed register to the Student Services team, if staff are unable to access SIMS

See Appendix 2 for staff guidance notes on taking registers and updating registers in the day

4.6. Administration and support staff

It is the responsibility of the school (admin/office) staff to:

- Share any absence calls or voicemails received from parent/carers via the main school office with the Student Services team before 8.30am
- Ensure that all absences reported via email to the RGTS inbox are forwarded to the Student Services team before 8.30am
- Forward any calls relating to attendance to the Student Services Team if available. If not available, telephone message with parent/carer contact details to be obtained and reason for call and sent to the Student Services team to be actioned and phone call returned.

4.7. Parents/Carers

It is the responsibility of parents and carers to:

- Encourage their daughter / son to attend and have a positive attitude to attending.
- Ensure that their child leaves home in time to arrive punctually for school.
- Inform the School on each day of absence by calling the school and leaving a voicemail. If they fail to do so they will receive truancy call from the School.
- Notify the school if you are aware that the student will be late to school and providing reasons
- Try to make medical appointments out of school hours. An appointment card or hospital letter should be brought into school if a student has to attend a medical appointment during school time.
- Provide medical evidence if a student is absent due to illness for five consecutive days or more which may be marked as unauthorised if not received.
- Not, except with prior permission, keep their daughter / son away from school for anything other than illness.
- Not book holidays in term time. The School does not authorise holidays taken during school time.
- Plan absence by completing a leave of absence form and provided to the Students Services team for the attention of the Headteacher. This should be done at least two weeks prior to the planned absence.
- Attend any meetings that may be arranged by the Student Services team, a senior member of staff or the Attendance Advisory Service to discuss any attendance concerns and sign a parent/carer attendance agreement
- Contact the Student Services team as soon as you become aware of any concerns, issues or problems that is preventing your child from attending

4.8. Students are responsible for

- Attending their lessons and any agreed activities when at school.
- Arriving punctually to lessons when at school.

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4.9. Tutors and Heads of Year

- Tutors are to provide pastoral support to those not in attendance each week by completing welfare calls home.
- A list of absent students is provided each week for tutors to complete a welfare check providing useful information missed and to provide any support required as a result of the absence.
- Tutors are to maintain a positive relationship between home and school.
- Head of Years also provide the same support as above but look to implement individual support plans or advise year group teams of any issues relating to the student’s absence to continue positive engagement with their learning.
- Head of Years are responsible for creating and implementing pastoral support plans to support the loss of education due to low attendance.
- Head of Years also work in partnership with the safeguarding team and external agencies providing useful information to support professionals’ meetings.

5. Working with parents to improve attendance

The school will work to cultivate strong, respectful relationships with parents and families and work to build trust and engagement. Open and honest communication will be maintained with students and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with students and their families to support attendance, e.g. social services.

The school will ensure that there are at least two sets of emergency contact details for each student wherever possible to ensure the school has additional options for getting in touch with adults responsible for a student where the student is absent without notification or authorisation.

The school will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child’s legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the headteacher in advance. The school will regularly inform parents about their child’s levels of attendance, absence and punctuality, and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

If a pattern of absence becomes problematic, the attendance officer will work collaboratively with the student and their parents to improve attendance by addressing the specific barriers that prevent the student from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for student absence and will approach families to offer support rather than immediately reach for punitive approaches.

Where these barriers are related to the student’s experience in school, e.g. bullying, the attendance officer will work with the headteacher and any relevant school staff, e.g. the DSL and SENCO, to address this. Where the barriers are outside of the school’s control, e.g. they are related to issues within the student’s family, the attendance officer will liaise with any relevant external agencies or authorities, e.g. children’s social care or the LA, and will encourage parents to access support that they may need.

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6. SEND - and health-related absences

The school recognises that students with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support students who find attending school difficult.

In line with the SEND Policy and Supporting Students with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for disabled students to reduce barriers to attendance, in line with any EHC plans or IHPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

Where the school has concerns that a student’s non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child’s lack of attendance. Where staff have a mental health concern about a student that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding Policy will be followed. All students will be supported with their mental health in accordance with the school’s Social, Emotional and Mental Health (SEMH) Policy.

If a student is unable to attend school for long periods of time due to their health, the school will:

- Inform the LA if a student is likely to be away from the school for more than 15 school days.
- Provide the LA with information about the student’s needs, capabilities and programme of work.
- Help the student reintegrate at school when they return.
- Make sure the student is kept informed about school events and clubs.
- Encourage the student to stay in contact with other students during their absence.

The school will incorporate an action plan to help any students with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the student is attending school as normal and there has been signs of significant improvement.

To support the attendance of students with SEND and/or health issues, the school will consider:

- Holding termly meetings to evaluate any implemented reasonable adjustments.
- Incorporating a pastoral support plan.
- Carrying out strengths and difficulties questionnaire.
- Identifying students’ unmet needs through the Common Assessment Framework.
- Using an internal or external specialist.
- Enabling a student to have a reduced timetable.
- Ensuring a student can have somewhere quiet to spend lunch and breaktimes.
- Implementing a system whereby students can request to leave a classroom if they feel they need time out.
- Temporary late starts or early finishes.
- Phased returns to school where there has been a long absence.
- Small group work or on-to-one lessons.
- Tailored support to meet their individual needs.

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7. Recording Attendance

7.1. Attendance Register

By law, all schools are required to keep an attendance register and all students must be placed on this register. The attendance register is taken at the start of the first session (AM registration) and for the second session after lunch (PM registration). Registers are also taken during each lesson and monitored. Registers will mark every student as:

- Present
- Attending an approved off-site education facility
- Absent
- Unable to attend due to exceptional circumstances

Any amendments made to register codes is automatically saved by our MIS system and noted by the relevant member of staff.

The attendance register is taken by the form tutor for AM sessions and by the Period 5 teacher / tutor for PM session and is recorded using the following codes:

- Present (/ am or \ pm)
- Absent (N)
- Late (L)

It is the responsibility of the member of staff taking the register to ensure that registers are completed accurately on SIMS. Please see Appendix 2 for guidance notes provided to staff and further information on how to update registers during the school day.

If the student is marked absent using the N code, it is the responsibility of the attendance team to obtain reasons for the absences and change the N code to either an alternative authorised or unauthorised attendance. Please see Appendix 3 for full attendance codes used.

7.2. Unplanned absence

It is the responsibility of the parent/carer to report their child's absence providing the reason for the absence for each day that their child is not in school. The absences can be reported via Student Services by telephone, email or letter.

In the event of an unplanned absence such as illness or unforeseen family emergency, the parent/carer must phone the school to inform them of the absence prior to the start of the school day. The number to report a student absence depends on the phase they are in:

KS3 & 4 (Years 7 to Year 11) – 0208 312 5480 ext 513

KS5 (Year 12 and Year 13) – 0208 312 5480 ext 522

If a member of staff is unable to take the call, you will have the opportunity to leave a message on the answer phone clearly stating child name, tutor group and reason for absence.

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If no call or message is received regarding your child’s absence then the Attendance Team will contact you via school comms text message service, by phone call and by email.

Further details on first day calling procedures are found in Appendix 3

7.3. Planned absence

If the absence is for an extended period, then advance notice must be given in writing to the attendance team so an appropriate response can be provided.

If the parent/carer is applying for a leave of absence then they must do so via a leave of absence application form followed up by a letter to be considered for authorisation by the Headteacher.

Every half-day absence from school, also known as a ‘session’ has to be classified by the school (not by the parent/carer), as either authorised or unauthorised. Enquiries are made for absences noted for morning and afternoon registration, and information is obtained by the attendance officer to determine whether these absences both for AM and PM registration is authorised or unauthorised.

Absences noted for AM and PM registration will directly affect a student’s overall attendance percentage.

Where there is a known period of absence from school, the attendance team and Head of Year ensure that sufficient work is provided to cover the absence period.

Extended or repeated absences may result in the issue of a fixed penalty notice, court action or for an absence of 20 days or more may result in the child losing their school place.

7.4. Long term Absences – engagement with education

There may be circumstances where a student is unable to attend for welfare and/or safeguarding reasons.

It is important that while a student is not on site, that they are still engaging with education. If advised following an external professionals meeting, work packs will be sent home via post or alternatively will be provided via the schools online learning platform. A cover letter will be provided with clear instructions on work provided and the deadline date for submission where work can be marked and feedback provided.

All work sent home will be recorded via CPOMS.

Assigned members of staff working within the pastoral teams will be allocated specific students to carry out weekly welfare checks to maintain positive relationships and to provide support where required.

7.5. Absences during the school day:

Registers for each period are completed by the subject teacher. The attendance officer ensures that all registers are completed and to verify the whereabouts of a student that is absent during the school day. The ‘on-call’ team is notified and where necessary the school grounds are searched and student is located and returned to the correct lesson. Staff also ensure that the attendance team are notified if a student is out of class for any reason so the registers can be coded correctly.

See appendix 4 for further information on authorised and unauthorised absences and register codes.

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7.6. School Trips:

The attendance team should be given prior notice of any trips that take place which require students to be off site. The following information must be included:

- Date and time of departure
- Location departing from
- Return time
- Location returning to

The teacher overseeing their class trip must provide a register to the attendance team before leaving site.

7.7. Lateness and Punctuality

- A student who arrives late before the register has closed will be marked as late, using the appropriate code. After the register has closed will be marked as absent, using the appropriate code. If a student arrives late after the close of registers, this is updated on SIMS recording the time of arrival and the number of minutes late.
- All students who arrive late must register at Student Services and are provided with a late slip to give to the teacher.
- The attendance officer for KS3 and KS4 ensures that all students arriving late are issued with a detention the following day by making a note on the behaviour management section on SIMS.
- The attendance officer for KS5 ensures that all students arriving late are issues with a detention on the same day. Parent/Carers are notified via our school comms system and late students sit their detention during their first break. Late students that arrive after break is followed up by the Sixth Form team and a detention is issued for after school.

7.8. Unauthorised Lates – U codes

- Students are expected on site for 8.35am, students arriving late to school after the start of the AM register are recorded as 'L' (late). Students arriving after the close of AM registers are noted as very late. Students arriving after 10.00am are recorded as 'U' (unauthorised late) which will affect their overall attendance percentage for the day.
- The local authority have advised that if a student receives 10 or more U codes within a specific time frame (6 weeks), they will be at risk of a penalty notice.

7.9. Following up absence

- Where any child we expect to attend school does not attend, or stops attending, the school will:
- Follow up on their absence with their parent/carer to ascertain the reason and where appropriate request further information in writing
- Ensure proper safeguarding action is taken where necessary
- Identify whether the absence is approved or not
- Identify the correct attendance code to use

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- Follow up students to be taken off roll and all off rolling procedures are adhered to and evidence obtained where necessary.
- See Appendix 5 for further information on first day calling procedures and absence coding on SIMS

7.10. Reducing Unauthorised Absences

- Parent / Carers have a responsibility to ensure that the school is informed daily of their child’s absence. Failure to report a child’s absence will result in the absence recorded as unauthorised which may lead to the parent/carer at risk of a penalty notice or if absences is noted as unauthorised for 10 days or more, may result in losing their place at the school.
- Students on the fast track scheme or referred to the attendance advisory service are required to provide medical evidence for all absences and remains unauthorised until this is received.
- To avoid further action, RGTS have implemented the following procedures to reduce the number of unauthorised absences recorded across the whole school:
 - First day calling is completed daily via phone call, email, schools text message
 - Where no information is provided by the PM register is taken, a follow up text message / phone call is made
 - At the end of the week, a follow up call is made to all those noted as unauthorised and a follow up letter is sent home detailing the days absent, requesting a response from the parent/carer in writing.
 - Follow up calls are also completed by tutors and head of year.

7.11. Child Missing in Education (CME)

- A child missing in education (CME) is defined by the DfE as ‘a child of compulsory school age who are not registered students at a school and are not receiving suitable education or who has been out of an educational provision for a substantial period of time’. A child is considered of compulsory school age until the last Friday of June in the school year that they reach 16 years of age. Further guidance notes are provided for Sixth Form Students and those at risk of NEET (not in education, employment, training).
- Local Authorities have a duty under section 436A of the Education Act 1996 to make arrangements to establish students in their area who are not registered students at a school and not receiving suitable education – this applies to students of compulsory school age. To support this, effective communication between local authorities and schools is essential to this. Further guidance notes will be provided in the admissions section and off rolling procedures.
- When the whereabouts of a child is unclear or unknown, it is expected that the school will carry out the following welfare and safeguarding protocols: check databases within the local authority, check key to success, follow local information sharing arrangements and where possible enquire with external agencies, check with immigration and border force, check with agencies involved with the family, enquire with previous schools attended, check with other local authorities where the child has lived, contact Attendance Advisory Service, Police Welfare Check (101), enquire with school peers, home visits and making appropriate enquires with relatives or friends.

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7.12. Elective Home Education (EHE)

Elective Home Education (EHE) is described by the DfE as ‘a choice by parents to provide education for their children at home instead of sending them to school full time’.

Where a parent/carer has notified the school that they wish to home educate: the following procedure must be followed:

- Attendance Officer to obtain reason to home educate, possibly discuss any further underlying issues and obtain written evidence
- Student Services Manager to notify DSL and arrange meeting with parent/carers with either HOY/DSL/Phase Leader
- Attempts should be made by staff involved to explore and resolve any issues and engage student back into education
- Where parent has refused to attend meeting and officially declares to home educate, the attendance officer must obtain a signed confirmation from the parent/carers.
- The EHE declaration letter from parent/carer must be addressed to the Headteacher and must include: name of child, date of birth, address, declaration of EHE and date this commences. Letter should also be signed and dated.
- Declaration letter and EHE referral form is sent to the Local Authority.
- Once confirmed by the EHE team and all necessary checks are made (which may require a LA home visit), student can be taken off roll and confirmation letter sent to parent.
Please see Appendix 6 for further information on CME and EHE procedures.

8. Authorised and unauthorised absences

8.1. Approval for term-time absence

The headteacher will only grant a leave of absence to students during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion.

Exceptional circumstances are assessed on a case by case basis depending on the circumstances that have arisen and a student's attendance record for last year and this year.

The list of 'exceptional circumstances may include but not exhaustive of:

- Bereavement of a relative / attending a funeral
- Moving house / out of area
- Serious illness of child or immediate family member
- Death of an immediate family member
- Court related meetings or appointments
- Absences for safeguarding reasons

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

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart

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- Traveller students 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

Authorised absences are sessions away from school for a genuine reason that is deemed appropriate by the school attendance team, such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause/reason.

Unauthorised absences are those which the school does not consider reasonable and for which no ‘leave’ has been given. This may include, however is not exhaustive:

- Shopping trips
- Looking after other children or accompanying siblings to an appointment
- Their own or family birthdays
- Day trips
- Relative visits
- Holidays taken during term time, not deemed ‘for exceptional purposes’ by the Headteacher
- Other leave of absences in term time which has not been agreed
- Absences which have not been properly explained

8.2. Reducing persistent absence

A student is considered a persistent absentee if their attendance falls below 90% and are at risk of a penalty notice or court action as advised by the Attendance Advisory Service.

Student attendance will be monitored daily through the live registers on SIMS. Analysis and intervention strategies are carried out and discussed through Head of Year Meeting and Inclusion Panel Meetings.

The Student Services Manager tracks all attendance interventions and monitoring notes via internal systems, sharing this information with necessary staff daily, weekly, and termly.

There are various groups of students who may be vulnerable to high absence and PA, such as:

- Children in need
- LAC
- Young carers
- Students who are eligible for FSM
- Students with EAL
- Students with SEND
- Students who have faced bullying and/or discrimination

The school will ensure it provides support to students at risk of PA, in conjunction with all relevant external authorities where necessary.

The school will use a number of methods to help support students at risk of PA to attend school. These include:

- Offering catch-up support to build confidence and bridge gaps in learning.

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- Meeting with the student and their parent to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support.
- Leading check-ins to review progress and assess the impact of support.
- Making regular contact with the student’s parent to discuss progress.
- Assessing whether an EHC plan or IHP may be appropriate.
- Considering what support for re-engagement might be needed, including with regard to additional vulnerability.

The school will focus particularly on students who have rates of absence over 50 percent, and will work with the LA and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these students are facing.

Where a student at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the student in line with the school’s duty of care. The school will also bear in mind that the continuation of severe PA following intervention may, in itself, constitute neglect, and will escalate any concerns in this regard in line with the Child Protection and Safeguarding Policy.

8.3. Home visits

Where a student has had 3 consecutive days of non-attendance with no reason provided, attempts will be made to conduct a home visit via the Attendance Advisory Officer or Schools Police Support Officer.

If a child is linked to a safeguarding concern, it is at the discretion of the Designated Safeguarding Lead and Student Services Manager to organise a relevant visit in less than three days if there is an urgent need.

8.4. Internal absence monitoring

The Student Services Manager alongside the Attendance Officer, Attendance Advisory Officer, SLT, Head of Years and the safeguarding team, collaboratively work together to monitor attendance at RGTS. This will include:

- Weekly attendance monitoring including:
 - The school cohort as a whole
 - Individual year groups
 - Year groups preparing for exams
 - Individual students
 - Demographic groups, e.g. students from different ethnic groups or economic backgrounds
 - Other groups of students, e.g. students with SEND, LAC and students eligible for FSM
 - Students at risk of PA
- Weekly data to SLT and HOYs, highlighting areas such as PA, SEND, EAL, PP/FSM.
- Daily first day calling report to Head of Years and SLT outlining daily absences and follow up actions
- Attendance team meetings
- Student Service Manager meetings with Head of Year to discuss PA students and actions

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- Inclusion Panel meetings every two weeks to discuss safeguarding students
- Student Services Manager meetings with Attendance Advisory Officer to discuss referred cases and actions for PA students
- Internal attendance tracking monitoring sheet
- CPOMS updates on any safeguarding concerns relating to attendance
- Attendance tracker with overall meeting notes, interventions and attendance data tracking
- Attendance Display

The attendance officer will conduct thorough analysis of the above data on a half-termly, termly and full-year basis to identify patterns and trends. This will include identifying, for each group:

- Patterns in uses of certain codes.
- Particular days of poor attendance.
- Subjects which have low lesson attendance.
- Historic trends of attendance and absence.
- Barriers to attendance.

The governing board will regularly review attendance data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

The school will also benchmark its attendance data against local-, regional- and national-level data to identify areas of success and areas for improvement, and will share practice which has been shown to be effective with other schools.

The board of trustees will ensure staff from different schools within the trust regularly share expertise and collaborate on interventions.

8.5. Legal sanctions

The school will allow sufficient time for attendance interventions and engagement strategies to improve students' attendance; however, where engagement strategies to improve attendance have not had the desired effect the school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a fine, or penalty notice, each parent must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

Penalty notices can be issued by a headteacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may consider:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded student is found in a public place during school hours without a justifiable reason
- If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

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9. Procedures & Processes

9.1. Attendance strategy – targeting low attendance, improved attendance, persistent absence students (PA)

Our main aim is to support students and their engagement with education by attending school every day and on time. We implement a clear staged approach to managing low attendance and the actions and interventions put in place to support our students.

The attendance strategy also provides a clear outline to parent/carers the legal implications of non-attendance through fixed penalty notices and court action where appropriate.

The attendance strategy starts with an attendance expectation letter sent to all students at the start of the new academic year. Monitoring letters are sent thereafter if attendance or punctuality falls. The Attendance Strategy also outlines the subsequent support in response to low attendance which may include: 1:1 session with Student Services Manager, parent meetings with Student Services Manager, parent meeting with Head of Year, parent meeting with Attendance Advisory Officer, attendance contracts, improvement plans and Head of Year Review Plans, attendance reports.

The letters sent at each monitoring stage, incorporates that borough’s policy and Local Authority action if attendance fails to improve. This may include students being placed on the ‘fast track’ process, referrals to the Attendance Advisory Service, penalty notices or court action.

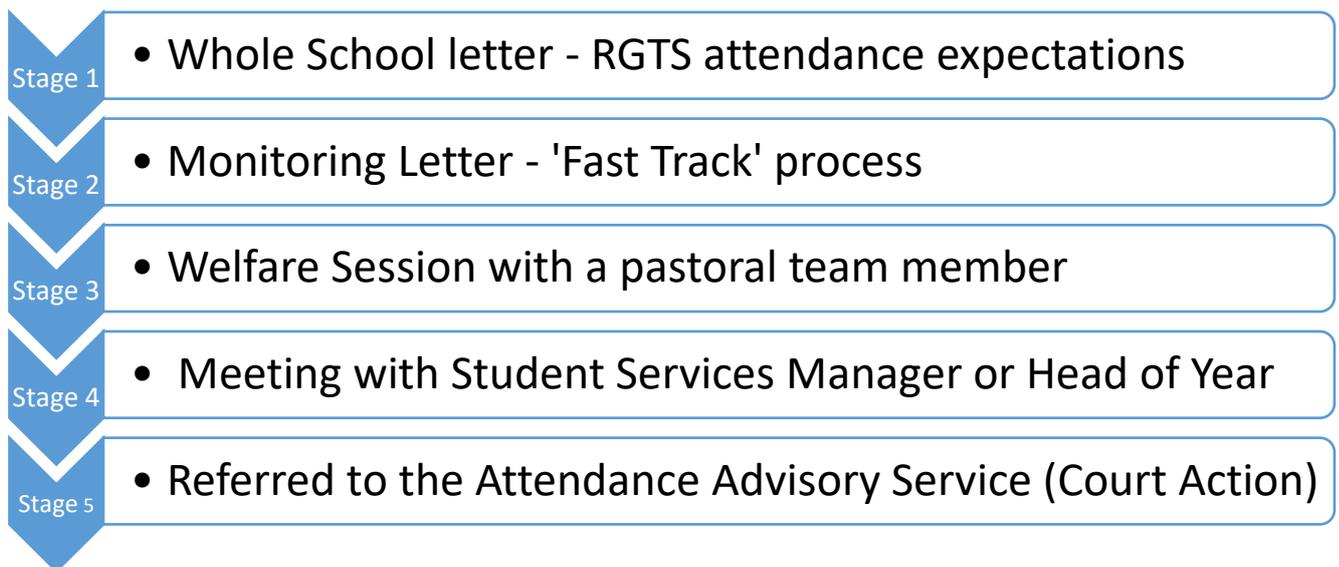
At RGTS, our main aim is to support the engagement of learning and raise attendance for all students. A clear outline of RGTS attendance expectations will be provided at the start of the new academic year.

Attendance is monitored every 2 weeks via SIMS reports, attendance registers, attendance team meetings, and fortnightly inclusion panel meetings with the safeguarding team and Student Services Manager meetings with Head of Years.

Issues are discussed and raised within the meetings and shared with parent/carers where a suggested plan of action to support has been agreed. A two-week period is monitored for improvement and where appropriate, a staged approach is followed.

- Please see below an example of the staged approach taken to target low attendance. If a student fails to improve their attendance then they will proceed to the next stage and actioned. If there is an improvement in attendance, parent/carers are notified and the student will remain at the monitoring stage.

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Please see below further explanation of the actions carried out at each stage:

Stage 1 – Useful information provided to parent/carers regarding the importance of attendance, schools expectations and relevant staff and contact information.

Stage 2 – Students at this stage are placed on the ‘fast track’ process which highlights the attendance concerns raised and where an immediate improvement needs to be made. All absences at this stage will be automatically noted as unauthorised until medical evidence has been provided.

This is highlighted early on in the year as all students are expected to attend every day, especially after an extended summer break and the crucial start of the new academic year. Concerns are raised early on so an improvement can be made to avoid a student’s attendance falling below 90% (persistent absentee) which may result in an immediate referral to the Local Authority.

Stage 3 – prior to a parent/carer meeting if there is no improvement, this stage specifically focuses on the welfare reasons for non-attendance. A welfare session is organised between the student and Student Services Manager. Support with these sessions can also be provided by the social academic mentors or other pastoral staff members to explore reasons for non-engagement with education.

The welfare sessions focus on areas that may prevent a student from attending and an individual support plan is devised to include target setting and outlining specific support required. The student also has an opportunity to speak with a pastoral staff member to share those barriers to learning and explore the reasons of non-attendance through a devised plan which has specific discussion points to target these issues. From these sessions it may be determined that further 1:1 support is required and may be referred to the social academic mentor’s case load.

Stage 4 – where support and actions have been put in place at the previous stages and there continues to be no improvement in a student’s attendance, a further meeting is arranged with either the Student Services Manager, Head of Year and if required, the Key Stage Lead.

The meeting with the parent/carer will include a detailed review of the attendance support provided so far and looks at specific areas to be actioned by the school, parent/carer and student by way of a formal review plan discussed within the meeting. Other safeguarding or pastoral concerns will also be discussed and where appropriate will look at external support within the borough, such as, counselling support, mentoring support, live well coach, school nurse referral for ongoing medical issues or a FASS referral

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(Family and Adolescent Support Service). It may also be appropriate to arrange a TAC meeting (Team Around the Child), should there be further issues within the family to seek advice on a multi-disciplinary team of practitioners who can provide specific support for a young person and their family.

At the meeting, the parent/carer will be provided with an update from their subject teachers regarding their progress and a print out of their current attendance certificate will be shared and discussed.

The parent will be required to sign an attendance contract at the meeting and advised of their legal responsibility to ensure their child engages with education.

The parent/carer will be provided with a copy of the minutes and a 4-week review date is set.

At the review meeting, the Student Services Manager will determine the next course of action and if there continues to be no improvement during this 4 week monitoring period, case will be referred to the Attendance Advisory Service within the Local Authority.

Stage 5 – At this stage, where all avenues of support and interventions have been exhausted, a referral alongside RGTS case notes of all of the above actions at each stage is provided to the Attendance Advisory Service who will now take further legal action and begin court proceedings. All contact at this stage regarding attendance will now be made by the Local Authority of their intentions and subsequent court proceedings process that will take place.

Parent/Carers will be notified in writing of the school’s decision to refer to the Attendance Advisory Service and will be sent a SRAS form (School Refusal Assessment Scale) to be completed by the parent/carer and student separately. Results will be analysed and discussed with Attendance Advisory Officer to determine next course of action. The Attendance Advisory Service will send a letter inviting the parent/carer to attend a pre-court referral meeting at the school with the Student Services Manager to continue support implemented and explore the SRAS form. Where there continues to be no improvement, formal legal proceedings will begin.

10. Attendance Monitoring – Punctuality

All students are expected to arrive on time for Tutor time where AM registration will take place. For KS3 and KS4 students, they are expected on site for 8.35am. For KS5 students, they are expected to be on site for 8.55am. Period 1 lessons start at 9am for all students.

All students remain on site throughout the school day. Students in KS5, if permissions is granted, can leave site early to complete private study at home.

Year Group	Arrival Time	Tutor Time	Departure Time
7	8.35 am	8.40 – 8.55 am	3.10 pm
8	8.35 am	8.40 – 8.55 am	3.00 pm
9	8.35 am	8.40 – 8.55 am	3.00 pm
10	8.35 am	8.40 – 8.55 am	3.10 pm
11	8.35 am	8.40 – 8.55 am	3.10 pm
12	8.55 am	3.00 – 3.25 pm	3.25pm
13	8.55 am	3.00 – 3.25 pm	3.25pm

If a child arrives late to school between 8.35am and 9am, they must sign in with a member of staff at the side gate where their name will be recorded on the late list. For KS5 students, they must sign in electronically on our ‘Inventry System’ via their ID card and register themselves in the building. The attendance team will automatically receive a notification and SIMS is updated accordingly.

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The late gate (side gate) will be closed at 9am. All late students must now enter via the main reception office where they are to sign in on our Inventory system. They will also be provided with a late slip to give to their teacher on arrival to their lesson.

A late register report is provided daily to the behaviour team who oversee detentions for punctuality. Students in KS3 and KS4 arriving late will be issued with a detention the following day. Students in KS5 will be issued with a detention the same day. Students arriving late to school will be issued with a 30 min detention, students arriving after 9am (for KS3 and KS4) and 9.20am (KS5), will be issued with a 1 hr detention.

Parent/Carers are notified each day of their child's lateness via school comms text messaging service and where appropriate a follow up letter is sent or phone call made.

Students who arrive late to lessons are recorded on SIMS and teachers are expected to update registers accordingly. In instances where this procedure is not followed, the Student Services manager will inform the relevant Line Manager and the SLT Line Manager.

Excellent punctuality for each tutor group is highlighted on the attendance board and end of term prizes and awards are displayed and rewarded.

11. Attendance Rewards

For each student, that receives 100% attendance each week, will be placed into a raffle box for their specific year group. Students who repeatedly have their names added to the box each week increases their chances of being chosen for a prize. Names are chosen at random from the box and presented to two students per year group to receive a prize at the end of the term rewards assembly.

All students who achieve 100% attendance at the end of the term will receive a certificate.

Best tutor punctuality is rewarded and displayed on the attendance board. The tutor group with the best punctuality is awarded a letter and must spell out 'Best Punctuality'. The tutor group who receives all letters are awarded with a cinema afternoon with popcorn in the lecture theatre at the end of term.

At the end of the year assembly, individual students with 100% attended and presented with a special award and certificate. Recognition is also made for those who have made a significant improvement in their attendance by overcoming barriers during the school year.

12. Admissions and Off Rolling

Admissions Team – London Borough of Greenwich

The school is required to inform the Admission team who liaise with the CME team when students who have been put on roll five days from their entry date at a non-standard transition point. The Local Authority is also informed of students who have been taken off roll alongside notifying the CME team of students not in education. Schools must follow strict off rolling procedures to ensure destinations are known or if unknown that safeguarding protocols have been followed when removing students from the database.

Off Rolling Procedures at Royal Greenwich Trust School (RGTS)

All of the procedures detailed above must be considered before a student is taken off roll and must have direct authorisation for the Headteacher before proceeding.

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For attendance procedures to be effective and safeguarding protocols to be followed, the attendance team must show a clear process of documented action and communication trail. This is evidenced through emails, updating communication logs, letters to parents, evidence of referrals and other communication with the local authority.

Off rolling procedures are further documented in the off roll proforma to ensure due diligence with all attached evidence and is signed off by the Attendance Manager and DSL. Final authorisation is signed off by the Headteacher.

Fair Access Protocols (FAP) – students in non-attendance

The purpose of FAP is to ensure that students outside of the admissions process, or unplaced students, particularly in relation to vulnerable students, are placed in an educational placement as soon as possible so that children not in education is kept to a minimum.

13. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum biennially by the Student Services Manager and SLT Policy lead. At every review, the policy will be approved by the school committee.

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14. Appendix 1: Roles and Responsibilities

Governors: School Committee	Reviews attendance figures for each term Holds Headteacher accountable for attendance policy
Head Teacher	Ensure that all aspects of the attendance policy is implemented within the school
Deputy Head	Senior Leadership Team – Attendance Lead To have oversight and evaluate attendance and punctuality systems detailed in the policy. To provide termly reports to the Headteacher and governing body. Line management meetings with Student Services Manager to include attendance updates. To source relevant CPD for stakeholders involved in the attendance and punctuality systems
Key Stage Phase Leader x 3	Senior Leadership Team – Oversight of all support and actions within each year group and that this is implemented effectively within their respective Key Stage group
Designated Safeguarding Lead	Safeguarding Lead to provide support and guidance on attendance matters within all year groups. To work closely with the Student Services Manager on safeguarding matters and attendance for vulnerable students.
Student Services Manager	Responsible for attendance and admissions for the whole school. To support the DSL and provide attendance guidance where necessary. To provide attendance reports, data, analysis. To oversee monitoring attendance reports and tracking. To manage actions, support and interventions. To ensure that attendance policy is implemented and procedures are followed. To organise, arrange and monitor meetings with staff, students and parent/carers, external agencies. To manage the Student Services area and line manage the attendance officer.
Attendance Officer	Ensure all absence messages are received and updated on SIMS. Ensure registers are completed and correctly updated on SIMS. Absence calls made daily and first day calling report sent to Student Services Manager. Provide weekly attendance reports to all tutors every Monday. Ensure attendance display is updated weekly. Produce and send attendance letters where required and provide administrative support where required. Ensure that all children arriving late to school are issued with a late slip.
Student Services Receptionist	Front line service to students, parent/carers and staff. To ensure the effective communication of attendance information is provided to the Student Services Team.
Class Tutor x 27	To have follow up conversations with absent students on return to class and to provide welfare support where required. To make welfare calls home to students highlighted by the Student Services Manager. To ensure that an accurate register is completed at tutor time (AM registration)
Head of Year x 5	To ensure that fortnightly meetings are held with the Student Services Manager, providing insight and knowledge into specific students and possible issues relating to behaviour, attendance, welfare and safeguarding. Responsible for implementing actions and following up support of vulnerable and/or low attenders within their year group.

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15. Appendix 2: Register guidance notes

The register is a formal document which must always be completed by the class teacher or other appropriate adult.

All Registers must be taken within the first 10 minutes of morning registration and for Periods 1 to 6.

Once you have taken your register

- Ensure that you have entered a mark for every student (marked present or absent)
- Remember to save your register.
- If a student arrives late to registration or to your lesson:
- Please amend the register to 'L'. This can be done by unlocking the padlock at the top of your register.
- Remember to resave once you have amended the mark.
- Only use codes: / - am, \ - pm, L – late, N - absent
- Do not overwrite any pre-entered codes on the register

What happens when a student arrives late to tutor registration?

- If a student arrives late to tutor registration (before 9.25am), they will be issued with a 20 min break-time detention on the same day. Mark L on SIMS, in the student's individual planner, make a note on the relevant day by writing your initials and 'LATE', issue student with a detention slip (it will provide time and location of detention). Students arriving after tutor time will have the above carried out by the Student Services team.
- The Attendance Team will email staff 15 minutes into a session where incomplete registers are showing on the system. Please prioritise your response to this reminder or email the attendance team directly if you are experiencing any issues.
- If you notice that a student has been marked present for a previous lesson and they do not appear within the first 15 minutes of your lesson, alert Student Services immediately – this is a potential missing student and checks will need to be completed for safeguarding purposes.
- Do not allow any student not on your register to remain in your classroom. If you do not know where they are supposed to be, send them to Student Services Reception with a note so that the situation can be rectified immediately.

Paper Registers

- In the event of you needing to use a paper register due to IT issues or when covering a session where you cannot access the register from SIMS, please ask a student to collect a register from Student Services.
- Do not allow students to write the register themselves as they do not always write clearly.
- When filling in a paper register – please ensure that you are using the correct codes stated above and presented neatly so the attendance team are able to correctly verify a student's attendance mark.
- It is a basic professional expectation that registers are taken in a timely and accurate manner in addition to being a safeguarding requirement. In order to support the timely and accurate taking of registers, subject leaders will discuss any concerns about registers with individuals within their

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team. If the issue cannot be resolved or is recurring, and there are no technical issues, the matter will have to be escalated as there is a duty of care.

UPDATING REGISTERS DURING THE SCHOOL DAY

- All Registers must be taken within the first 10 minutes of morning registration and for Periods 1 to 6.
- This is essential to monitor any missing students during the day so the attendance team can action.

If a student arrives late to your lesson:

- Please amend the register from 'N' to 'L'. This can be done by unlocking the padlock at the top of your register.
- Once the padlock is clicked it will say overwrite and is ready for you to input the late code (L)
- Find student name and click on the register and enter L
- Click right and select 'Enter Minutes Late' and make a note
- If a student leaves your lesson, use the flag system to make a record:
- Find student name and click right over current register code and select 'Enter Comments' and you can make a record on the student file
- Remember to resave once you have made your amendments.
- If you are unable to access Sims to update your register, then please do the following:
- Send an email to either AKE or ANE to confirm that student has arrived late to your lesson with noted time of arrival
- All students arriving late to RGTS must be allowed to enter the classroom and resume their lesson.
- All students who arrive late to RGTS must sign in at Student Services Reception and will be given a late slip to be presented to the teacher. Any student without a late slip must be returned to Student Services. The date and time of arrival will be noted on the late slip, please challenge this if it does not match their time of arrival to your lesson. Use the flag system on Sims to update their late arrival especially when it is different from the late slip provided so the behaviour issue can be followed up.
- Only in exceptional circumstances should students be allowed out of lesson.

Medical Conditions / Illness: Students with known medical conditions or who are genuinely unwell can leave the classroom to receive first aid support. Please monitor students who complain of minor illnesses before sending to student services – allow students to remain in class until they are able to be seen during break or lunchtimes.

Toilet breaks: Students with known medical conditions must be allowed to use the toilet during the school day where necessary. On Call must be contacted to support these students. Please encourage students to use the toilet during break or lunchtimes to avoid leaving class during lesson time.

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16. Appendix 3: Links to Legislation and Guidance Documents

This document are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- [School attendance: Guidance for maintained schools, academies, independent schools and local authorities \(August 2020\)](#)
- 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](#), [2016](#) amendments)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- This policy also refers to the DfE’s guidance on the [school census](#), which explains the persistent absence threshold.

Useful Documents

DfE guidance on children missing in education:

<https://www.gov.uk/government/publications/children-missing-education>

DfE guidance on elective home education:

<https://www.gov.uk/government/publications/elective-home-education>

DfE Safeguarding guidance – Keeping children safe in education 2019:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

London Borough of Greenwich – CME information

https://www.royalgreenwich.gov.uk/info/200284/absence_from_school/1042/report_a_child_missing_education

London Borough of Greenwich – EHE information:

https://www.royalgreenwich.gov.uk/info/200280/education_schools_and_nurseries/1043/elective_home_education

London Borough of Greenwich – support for children, parents and carers:

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/home.page>

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17. Appendix 4: Attendance codes in SIMS

The following codes are taken from the DfE's guidance on school attendance.

Key to Codes - Authorised		Scenario
/	Present (AM)	Student is present at morning registration
\	Present (PM)	Student is absent at afternoon registration
L	Late (before registers closed)	Student arrives late before the register has closed
B	Educated off site (not Dual reg.)	Student is at a supervised off-site educational activity approved by the school
D	Dual registration	Student is attending a session at another setting where they are also registered
J	Interview	Student has an interview with prospective employers, or another educational establishment
P	Approved sporting activity	Student is participating in a supervised sporting activity approved by the school
V	Educational visit or trip	Student is on an education visit / trip organised and approved by the school
W	Work experience	Student is on work experience placement
C	Other authorised circumstances	Leave of absence granted by the school
E	Excluded	Student has been excluded but no alternative provision has been made
H	Family holiday (agreed)	Student has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that student will be absent due to illness
M	Medical/Dental appointments	Student is at a medical or dental appointment
R	Religious observance	Student is taking part in a day of religious observance
S	Study leave	Student is on student leave during their public examination
T	Traveller absence	Student from a Traveller community is travelling, as agreed with the school
Key to Codes - Unauthorised		Scenario
G	Family holiday (not agreed)	Student is on holiday that was not approved by the school
N	No reason yet provided for absence	Student is absent for an unknown reason
O	Unauthorised Absence	School is not satisfied with reason for student's absence
U	Late (after registers closed)	Student arrives late after the register has closed
Key to Codes - Other		Scenario
#	Planned whole or partial school closure	Whole or partial school closure due to half term / bank holiday / INSET day
Y	Unable to attend due to exceptional circumstances	School site is closed, disruption to travel, national emergency, student in custody
X	Non-compulsory school age or COVID-19 related	Non-compulsory school age or covid related absence and not required to attend
Z	Student not on roll	Register set up but student has not joined the school yet

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18. Appendix 5: First Day calling procedures

Phase	Time	Actions
KS3, KS4, KS5	8.35am	Collect all absence messages via phone call, voicemail, email or school comms text messages.
KS3, KS4	9.10am	Chase up missing tutor registers and input paper registers. Update late list on SIMS, ensure all students receive an attendance mark and that any missing data is chased up and verified.
KS3, KS4	9.40am	Chase up missing Period 1 registers and verify attendance for all students and attendance data provided matches with tutor register
KS5	9.40am	Chase up missing registers and input paper registers. Update late list on SIMS using Invenry (Sixth Form signing in system). Ensure all students receive an attendance mark and that any missing data is chased up and verified.
KS3, KS4	9.40am	Print fire evacuation report
KS5	9.45am	Print Fire evacuation report
KS3, KS4, KS5	9.45am	Send school comms text message for all absent students where a reason for absence has not been provided
KS3, KS4, KS5	10.00am	Make follow up absence calls and email to all primary contacts on SIMS. Flagging up call notes on student file, update register codes and copy information into first day calling log
KS3, KS4, KS5	10.00am – 1.30pm	Chase up Period 1 – 6 registers, flagging up any missing students to 'on call' team and verifying whereabouts
KS3, KS4	12.45pm – 1.30pm	Ensure all students receive a PM registration mark
KS5	1.45pm	Ensure all students receive a PM registration mark, update any late students following return from lunch
KS5	2.00pm	Send school comms text message for all absent students in the afternoon where a reason for absence has not been provided and make follow up truancy calls home.

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First day calling – coding system on SIMS

Student Services team receiving or making absence calls use a coding system on SIMS which enables a consistent approach to logging reasons for absences.

ACTION		PERSON		Specific Reason	Time	Staff Initials
CODE	DEFINITION	CODE	DEFINITION			
CI	Call In	M	Mum	Note down specific reasons for absences e.g. 'sore throat' rather than 'not well'. If GP advice has been sought, please give details e.g. Dr advised to stay home for 2 days – sick note received.	If calls are made out – note the time of call for all entries	Staff inputting information to add their initials for future reference at the start of the absence entry
CIM	Call In Message	D	Dad			
CO	Call Out	SM	Step-Mum			
EI	Email In	SD	Step-Dad			
EO	Email Out	MP	Mum's partner			
SC	School Comms	DP	Dad's partner			
		GM	Grandmother			
		GF	Grandfather			
		OB	Older Brother			
		OS	Older Sister			
		O	Other - specify			

Confidential or sensitive reasons for absences is omitted from SIMS and is recorded as 'see FDC log for further information' or 'CPOMS updated and DSL informed'.

Example of entry on flagging system on SIMS:

Name	Code System (attached to flag on AM registration column on SIMS)
John Smith	ANE – CO M at 10.32am – no answer
George Smith	ANE – CO D – stomach ache
Andrew Smith	ANE – SC – high temp

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19. Appendix 6: CME and EHE Procedures

A child missing in education (CME) is defined by the DfE as ‘a child of compulsory school age who are not registered students at a school and are not receiving suitable education or who has been out of an educational provision for a substantial period of time’.

A child is considered of compulsory school age until the last Friday of June in the school year that they reach 16 years of age. Further guidance notes will be provided for Sixth Form Students and those at risk of NEET (not in education, employment, training).

Local Authorities have a duty under section 436A of the Education Act 1996 to make arrangements to establish students in their area who are not registered students at a school and not receiving suitable education – this applies to students of compulsory school age. To support this, effective communication between local authorities and schools is essential to this. Further guidance notes will be provided in the admissions section and off rolling procedures.

When the whereabouts of a child is unclear or unknown, it is expected that the school will carry out the following welfare and safeguarding protocols: check databases within the local authority, check key to success, follow local information sharing arrangements and where possible enquire with external agencies, check with immigration and border force, check with agencies involved with the family, enquire with previous schools attended, check with other local authorities where the child has lived, contact Attendance Advisory Service, Police Welfare Check (101), enquire with school peers, home visits and making appropriate enquires with relatives or friends.

CME – RGTS Procedures:

In line with the RGTS Attendance Policy and Attendance Strategy, attendance officers attempt to contact all parent/carers of absent students where no reason has been provided, every day of each absence. This includes text message sent via school messaging service, absence call and email where appropriate. This is followed up at the end of the week with an absence letter and a tutor phone call home. A daily first day calling log is sent to the DSL and Key Stage Phase Leaders including highlighted vulnerable students (priority calls). The attendance officer is expected to follow up with the DSL on absent vulnerable students if no contact has been made by the 2nd day as further information may be available to the safeguarding team and/or external agencies can be alerted if whereabouts are unknown.

All students that are not in attendance with no reason provided for the absence is a safeguarding concern (see further explanations for this)

Day 1 to 2 – attempt to phone/email all contacts provided in SIMS

Day 2 to 3 – alert DSL if on vulnerable student list

Day 3 to 4 – Attendance Officer to liaise with Student Services Manager or DSL to make necessary external checks

Day 4 to 5 – update DSL and consider home visit (to be completed by two members of staff)

Day 5 to 6 – send weekly absence letter, Tutor phone call home

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Day 6 to 7 - update AAO if home visit was unsuccessful and seek further advice

Day 7 to 8 – send safeguarding letter raising concern of non-engagement providing deadline date of response and notification of CME referral being sent

Day 10 – send CME referral to Local Authority where student resides (referral to be sent sooner if a vulnerable student)

Day 10 to 15 – liaise with the Head regarding off rolling (authorisation required before off roll letter is sent highlighting date of 20-day absence)

If a student has chosen not to attend as the parent/carer has elected to home educate, then an EHE referral form is sent with relevant confirmation to the CME team (further details provided).

CME Referral:

After all protocols have been followed and there are no further avenues to explore in engaging with student or parent/carer, then a CME referral is sent to the CME team. The CME referral form must be sent to the local authority where the student resides in. For Greenwich students, a form is emailed to children-missing-education@royalgreenwich.gov.uk

Student is to remain on roll until further confirmation is provided by the CME team or the Attendance Advisory Service.

For school refusers or students with ongoing attendance issues, a CME referral is not required here. For students with long periods of absence that is known, further avenues of support should be considered, such as: CAMHS, Early Help, LA Mental Health Support, Parenting Programmes, Social Care referrals (MASH, MARF, CP Conference reports), medical or counselling support, SEND support etc

A CME referral may also be sent where the student is not only missing from education but also missing from the home which can also be under investigation by the police as well as the local authority.

Elective Home Education – Procedures and Referrals:

Elective Home Education (EHE) is described by the DfE as ‘a choice by parents to provide education for their children at home instead of sending them to school full time’.

Where a parent/carer has notified the school that they wish to home educate:

- Attendance Officer to obtain reason to home educate, possibly discuss any further underlying issues
- Attendance Officer to notify DSL and arrange meeting with parent/carers with either HOY/DSL/Phase Leader
- Attempts should be made by staff involved to explore and resolve any issues and engage student back into education
- Where parent has refused to attend meeting and officially declares to home educate, the attendance officer must obtain a signed confirmation from the parent/carers.

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- The EHE declaration letter from parent/carer must be addressed to the Headteacher and must include: name of child, date of birth, address, declaration of EHE and date this commences. Letter should also be signed and dated.
- Declaration letter and EHE referral form is sent to the Local Authority.
- Once confirmed by the CME team and all necessary checks are made (which may require a LA home visit), student can be taken off roll and confirmation letter sent to parent.

CME Procedures – Sixth Form Students

Referring to the DfE’s description of ‘compulsory school age’, all students however are expected to do the following until they are 18 years old:

- Stay in full time education at a Sixth Form or College
- Start an Apprenticeship or Traineeship
- Spend 20 hours or more a week volunteering, while in part time education or training

CME procedures will still take place as above to ensure duty of care and all safeguarding protocols are followed for all students not attending. Where a student has refused to attend and attempts have been made by staff to engage the student with education, then an off-roll letter is sent under the authorisation of the Head. A CME referral will be sent to the student catchment area to highlight student and the local authority is updated annually of students at risk of NEET.

CME – Welfare and Safeguarding (KCSIE 2019 DfE Document)

Children missing education are at significant risk of underachieving, risk of harm, exploitation and radicalization and becoming NEET. A child missing in education (statutory or non-statutory school age) may be suffering from harm or neglect and schools should follow their child protection procedures to ensure that all possible risk is removed by ensuring that all appropriate channels have been explored as stated above.

CME – Attendance Procedures

Relevant information sharing between schools, parents and local authorities is critical to ensuring that all children are kept safe from harm. Where a student is absent with no reason provided, this will always be considered a major concern. To ensure the safeguarding of all students, it is important that all agencies and educational placements are in communication and concerns are followed up and raised. To ensure this, there must be robust attendance procedures in place, effective communication with the safeguarding team and continual information sharing with external parties.

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20. Approval Signature

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____

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