



Document Control
Reference: Attendance Policy
Version No: 2
Version Date: July 2026
Review Date: June 2026



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

Attendance Policy

Date of Policy: July 2026
Date approved by Govs: June 2026
Date of Next Review: July 2027

1. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

The routines pupils develop around attendance and punctuality at school are the same as the expectations of any future employer in the world of work. High attainment, confidence with peers and staff and future aspirations depend on good attendance.

Good attendance is important because:

- Statistics show a direct link between underachievement and absence below 95%
- Regular attenders make better progress, both socially and academically
- Regular attenders find school routines, schoolwork and friendships easier to cope with
- Regular attenders find learning more satisfying
- Regular attenders are more successful in transferring between primary school, secondary school, and higher education, employment or training

2. Legislation and guidance

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for 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:

- 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 \(Pupil Registration\) \(England\) 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.

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy
- Meeting with the Senior leader with responsibility for attendance to review data, discuss intervention and challenge progress

3.2 The headteacher

The headteacher is responsible for:

- 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 pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Martyn Reah and can be contacted via attendance@hayling.hants.sch.uk

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analyzing attendance data (see section 7)
- Contact parents/carers to gather information about absence to ascertain if it is unauthorised.
- Start of day/end of day attendance checks.
- Liaise with Reception team to ensure First day calls are made.

- 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 headteacher
- Working with education welfare officers/ Legal Intervention Team/Social care to tackle persistent absence
- Advising the headteacher/assistant head (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Jo Raggett and can be contacted via attendance@hayling.hants.sch.uk

3.5 SENDco

- Identifies, monitors and intervenes with poor attendance of Demographic groups of concern – FSM, Young Carers, SEN.
- Liaises with parents/carers and outside agencies as appropriate.

3.6 Pupil Progress Leads

- Regularly review persistent absentees, ensure appropriate intervention is made, record this and review efficacy.

3.7 Class teachers and tutors

- Class teachers and tutors are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information via Arbor within 10 minutes of registration or a lesson starting.

3.8 Behaviour officers/Pastoral team/TAs/Designated adults

- Monitor and address internal truancy
- Develop support provision where appropriate
- Liaise with other agencies as necessary
- Develop positive relationships with parents/carers
- Make use of strategies such as EBSA resources with parents/carer/pupil

3.9 Reception staff

School reception staff will:

- Take calls from parents/carers about absences on a day-to-day basis and record it on the school system
- Make First day calls to parents/carers of pupils who are absent with no information yet provided.
- Transfer calls from parents/carers to tutors, Pupil progress leads, pastoral or safeguarding staff as appropriate in order to provide them with more detailed support on attendance

3.10 Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day/timetabled session on time
- Call the school to report their child's absence before 8.20 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

3.11 Pupils

Pupils are expected to:

attend school and every timetabled session on time

4. Recording attendance

4.1 Attendance register

We will keep an attendance register and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every pupil 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 if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

Pupils must arrive in school by 8.15am ready to start the day at 8.20 am on each school day.

The register for the first session will be taken at 8.30 am and will be kept open until 9:00 am. The register for the second session will be taken at 1.35 pm and will be kept open until 2.50 pm

4.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8.15am or as soon as practically possible by calling the school or emailing attendance@hayling.hants.sch.uk

(see also section 7).

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied with the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment.

Parents should request leave of absence via the school website, under 'Reporting absence'.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer 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

A pupil 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
- Parents/carers will be notified via in app message or email of their child's lateness.
- Ongoing problems with punctuality both to school and to lessons will be monitored via Arbor. Initially tutors will work with pupils/parents to identify barriers to good punctuality. They will refer to Pupil progress leads or the Safeguarding team if the concern persists.

4.5 Following up unexplained absence

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

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may conduct a home visit or contact emergency services if they have concerns.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day to say that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues for three days without contact, the school will conduct a home visit and may involve social care.

4.6 Reporting to parents/carers

In line with DfE expectations the school will regularly inform parents about their child's attendance and absence levels. Parents/carers can access this at all times via the Arbor app but will also be notified by letter if their child's attendance falls below 95%. All parents will receive a half-termly update of their child's attendance.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

'Exceptional circumstances' will be judged on a case by case basis for example weddings or funerals of close relatives.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school website, under Reporting absence. The headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- 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 pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, barges (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

- Study leave in agreement with school and parents/carers
- Flexi-schooling requests which will need to be made to the Headteacher.

5.2 Legal sanctions

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 £80 within 21 days or £160 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 take into account:

- 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 pupil 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.

6. Strategies for promoting attendance

Strategies for improving attendance will include aiming to build strong relationships with families, understanding barriers such as Emotionally Based School Avoidance, temporary reduced provision with a time frame and targets for improvement, identifying patterns/trends in the week and addressing the problems.

7. Attendance monitoring

7.1 Monitoring attendance

The school will:

- Monitor attendance and absence data weekly, half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the governing board.

7.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

7.3 Using data to improve attendance

The school will:

- Provide regular attendance reports to tutors, Pupil Progress Leads, Senior team, and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

7.4 Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents/carers of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance
- If appropriate liaise with other schools if a sibling is similarly persistently absent to co-ordinate a joint approach.

8. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by the Assistant Head. At every review, the policy will be approved by the full governing board.

9. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

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

Code	Definition	Scenario
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Attending the School		
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Code	Definition	Scenario
Attending a place other than school		
K	Education Provision arranged by the LA	Pupil is attending an unregistered alternative provision such as, home tutoring Attending Courses at College
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Work experience	Pupil is on a work experience placement
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Code	Definition	Scenario
Authorised absence		
C1	Authorised Absence	Leave of absence for the purpose of participating in a regulated performance

		or undertaking regulate employment abroad
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Year 11 pupil is on study leave during their public examinations

C2	Authorised absence	Pupils on a part-time timetable
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
T	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness	School has been notified that a pupil will be absent due to illness
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
Code	Definition	Scenario
Absent – Unable to attend school because of unavoidable cause		
Q	Not Counted as possible attendance	Unable to attend school due to lack of access arrangements

Y1	Not Counted as possible attendance	Unable to attend due to transport normally provided not being available
Y2	Not Counted as possible attendance	Unable to attend due to widespread disruption to travel
Y3	Not Counted as possible attendance	Unable to attend due to part of the school premises being closed
Y4	Not Counted as possible attendance	Unable to attend due to the whole school site being unexpectedly closed
Y5	Not Counted as possible attendance	Unable to attend as pupil is in criminal justice detention
Y6	Not Counted as possible attendance	Unable to attend in accordance with public health guidance or law
Y7	Not Counted as possible attendance	Unable to attend because of any other unavoidable cause
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
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Administrative codes		
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

Appendix 2 –

Developing a Culture of Whole School Responsibility for Attendance and Punctuality 5 Foundations of Effective Attendance Practice

1. Whole School Thinking Culture and Climate
2. Supportive Policies, Systems and Procedures
3. Professional Learning and Staff Development
4. Implement Targeted Programmes and Intervention
5. Connect Appropriately with Approaches to Behaviour Management

Staff	Frequency	Activity
JR ER	Daily	<i>Start of day attendance checks</i> • Check tel messages • Check absence app • Check registers for absent students • Check with staff by 9.30 • Inform parents via text • Follow up unexplained absence
JR ER	Daily	<i>End of day attendance checks</i> • Review daily • Message staff about incomplete registers

		- Text messages to parents about latecomers - No reason mark list cleared - Check correlated absences and follow up
Reception team JR Site Team Teachers	Daily	Late Students Gates Closed 8.30am Late Pupils - Enter school via key pad gate - Report to reception - Sign into school system - Write name / reason for lateness into the late folder - Pupils receive late note from reception to give to teacher / tutor - If student turns up late to lessons without note return to reception to sign in
Reception staff	Daily	First Day Calls Phone call for target students Use Attendance Follow Up on Arbor
Designated adult - see https://docs.google.com/spreadsheets/d/1-G1T1EZ-uLyOzUP0AUo-iv-82qj9qm8zES7ck_0oyZc/edit?usp=sharing	Daily	Monitor Targeted first day call students Tutors contact home for targeted group
JW MW EB TAs Teachers	Daily	Internal Truancy When students move between tutor time / lessons the team sweep to ensure everyone is in classrooms in first 5 minutes of the lesson Teachers meet and greet at the start of the lesson using 5-point checklist and record minutes late Attendance Team contact home Tutors communicate home PPLs follow up persistent issues Monitor transition times

		Staff x 1 Orange card for pupil requesting toilet Letters informing “minutes missed” Extra work set to catch up Detentions
JR Reception team	Daily	Unauthorised Attendance Day 1 - Text Day 2 – Phone Call Text Day 3 – Phone Call Text Visit Visits to be coordinated by the team and agreed by HC (2.30 – 4.00pm) Aim to clear unexplained absence list by the end of the week
JR	Weekly	Unauthorised Absence Attendance officer contacts parents for reasons for absence or may work with tutors to do so.
PPL	Weekly	Review year group attendance Review and agree actions for key students 95 – 80 Tutors 80 – 60 PPLs 60 – below Safeguarding Team named person
Tutors	Half termly	Postcard / Text / Email Nudge (60 – 95% intervention group) Postcards for target group sent home to encourage small positive steps of improvement. Emails or phones calls logged on Arbor https://leadinglearner.me/2017/07/02/absences-matter-and-you-can-help/
Tutors PPLS Safeguarding Team		Vulnerable Students Standing item for safeguarding meeting Team decide on actions
Tutors PPLS Safeguarding Team	Weekly	Reduced provision Students Standing item for safeguarding meeting 6 weekly reviews reported LA

Tutors PPLS Safeguarding Team	Weekly	PA Students (38 sessions / 19 days) Dealing with individuals in a holistic way 3 days – Stage 1 letter 6 days - Stage 2 letter / early help / meeting Attendance team 10 days – parenting contract 19 days – locked into PA Standing item for safeguarding meeting Use PA function in Arbor to share with key worker / tutor Focus on early identification Attendance monitoring Improve rates of parental engagement Mental Health Support Restorative Justice No contact contracts Address underlying issues Use solution focused therapies Continue to develop community partnerships Consider use of AP Develop use of technology / Online learning
SENDCO PP lead	Daily Weekly Monthly Half termly Termly Annually	Demographic Group of Concern A FSM Identify group Named family link worker Data tracked on a daily basis Contact made on a daily basis Planned transition for long term attendance issues Small improvements celebrated using nudge theory Solution Focused Family Sessions Rewards identified that are not financially based e.g. time with parent(s) / film night
SENDCO	Daily Weekly Monthly Half termly Termly Annually	Demographic Group of Concern B Young Carers Identify group Named family link worker Data tracked on a daily basis Contact made on a daily basis Planned transition for long term attendance issues

		Small improvements celebrated using nudge theory Solution Focused Family Sessions Rewards identified that are not financial Young Carers sessions and trips
SENDCO	Daily Weekly Monthly Half termly Termly Annually	Demographic Group of Concern C - SEN Identify group Named family link worker Data tracked on a daily basis Contact made on a daily basis Planned transition for long term attendance issues Small improvements celebrated using nudge theory Solution Focused Family Sessions Rewards identified that are not financially based e.g. time with parent(s) / film night
Attendance Team	Weekly Monthly	Impact of On Overall % PA% G Codes – unauthorised holidays E Codes – suspended C Codes - part time TT I Code - illness M Code – medical
Attendance Team		Reporting Daily Headline figures to all staff Weekly tutor groups Headlines compared against National Data (DoE version) Fortnightly – LT meeting agenda Monthly – headline reviews (RAG) Newsletter contributions
HC / PPLS		Meetings for Monitoring / Training Whole staff sessions
HT		Culture Continue to Develop Happy, Healthy, High Performing Culture Improve quality of T and L Continue to develop enrichment programme
Pastoral Teams		Continue to develop support provision

and Attendance Team		Discussion with parents and students Attendance panels Parenting contracts Attendance report cards Referrals to support agencies Student Voice activities PSHE Family learning Mentor programme Time limited part time time-tables Additional learning support Behaviour support Inclusion units Reintegration support packages Multi agency work
HT	Half termly	Raise Awareness of Policy and Practice School attendance policy Island attendance policy Cluster attendance policy Legal Panels Penalty Notices Prosecution In communications and assemblies