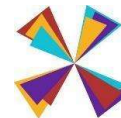




Blatchington Mill School

Attendance Policy

Date Policy Created:	July 2023
Date of last amendment:	
Date to be reviewed:	July 2025

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Blatchington Mill School**Attendance Policy**

1. Policy Framework

Initiated:	July 2023
Groups Consulted:	Governors and Staff
Date for Review:	July 2023
Audience	Parents, Staff, Governors and Students (as appropriate)
Policy located:	BMS website (all audiences) and Staff Channel (Staff)
Lead Member of Staff:	Elizabeth Edmed

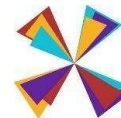
2. Policy Purpose

There are strong and proven links between student attendance and educational achievement. The Staff and Governing Body at Blatchington Mill School (BMS) are completely committed to working in partnership with Brighton & Hove City Council to reduce overall absence and persistent absence. Our school strives to ensure all staff, students, parents and carers place a high value on school attendance.

When our students attend school punctually and on a regular basis, they take an important step towards reaching their full potential, and are given the greatest opportunity to learn new things and develop their skills. Regular attenders usually leave school with qualifications that truly reflect their potential and have access to greater employment opportunities. When pupils apply for college placements or employment, the school is asked for a reference, which includes a history of pupil's attendance and punctuality. Regular attendance and punctuality are valued beyond school as evidence of commitment to learning and work. Naturally there can be reasons for absence, such as illness, but if attendance is poor it is important to know that this can affect students' ability to be accepted onto the employment or college placement they really want.

As a school community, **we expect all of our students to aim for 100% attendance and punctuality.** We define good attendance as consistently over 95% and set this as the benchmark for all students. For the vast majority of our students, excellent school attendance is a well-established habit, with a large number of students maintaining 100% attendance throughout the year, which in turn leads to them realising their potential and achieving their personal best. We know in some cases absence cannot be avoided and we work hard and supportively with families where serious issues prevent school attendance.

It is important that everyone understands that establishing and sustaining excellent attendance is a shared responsibility and each one of us has a clear role to play. The *BMS Attendance Policy* is intended to give clarity about the common priorities, routines and leadership approaches that have the highest chance of success. Having this common understanding of our roles will create a platform for shared values and consistent expectations of everyone in our Blatch Community. It will promote excellent attendance from all pupils and consistent leadership from staff that fosters a positive and transformative learning experience for all.



3. Policy 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 *BMS Attendance Policy* details the carefully considered systems, approaches and actions that Blatchington Mill School implements to achieve this aim.

4. Legislation and statutory requirements

The *BMS Attendance 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](#)

The *BMS Attendance Policy* also refers to the DfE's guidance on the [school census](#), which explains the persistent absence threshold, and takes into account the following Department for Education guidance:

- [Summary of responsibilities where a mental health issue is affecting attendance](#)
- [Support for pupils where a mental health issue is affecting attendance](#)

5. Roles and Responsibilities

This section outlines the responsibility of key groups for achieving our purpose and aims.

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5.1 The Governing Body

The Governing Body is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfill 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

5.2 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

5.3 The Senior Leadership Team

The Senior Leadership team is responsible for:

- Being a **role model** in promoting attendance and punctuality
- Encouraging excellent attendance and punctuality routines
- Ensuring a **positive ethos concerning attendance and punctuality protocols and systems across the school**
- Ensuring that **school protocols are followed in each cluster area** with regard to registers being completed, attendance and punctuality issues followed up

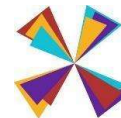
5.4 The designated Senior Leader responsible for attendance

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
- Creating and review attendance policy, protocols, systems, rewards and sanctions with Attendance Officer, Director of Progress and Year Teams to ensure targeted intervention and support is being delivered to pupils and families
- Attending the Local Authority Behaviour and Attendance Partnership meetings - Lead on attendance and Attendance Officer and bring back LA attendance figures
- Overseeing the number of exclusions and their impact on attendance
- Authorising or non-authorising requests for student absence
- Ensure that legal requirements are met
- Authorising FPNs
- Ensuring- with the Business Manager and the SIMS manager - that the Attendance Officer can fulfil their role

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The designated senior leader responsible for attendance is Elizabeth Edmed and can be contacted via eedmed@blatchingtonmill.org.uk

5.5 SLT link – Director of Progress (DoP)

The Director of Progress is responsible for:

- Being a **role model** in promoting attendance and punctuality
- **Encouraging excellent attendance routines across all year teams**
- **Supporting the year office** in their role of overseeing attendance and punctuality, including the use of pastoral data.
- **Ensuring that attendance and lateness patterns are discussed regularly at cluster meeting including whole year group attendance, vulnerable groups PA**
- Ensuring that **effective interventions are cascaded to others.**
- Leading, with the DHT, on the **strategic planning and quality assurance of attendance improvement practices**, reporting evaluations to the DHT for consideration.

5.6 The Attendance Officer

The school Attendance Officer is responsible for:

- Encouraging good attendance routines
- Being a role model regarding attendance and punctuality
- Overseeing the input of attendance data on a day to day basis working with students, school staff and parent carers
- If a student is absent and there is no contact from a parent/carer by 9.00am contacting those named as having parental responsibility (absence text) - this forms part of school Safeguarding Procedures to ensure that an adult with parental responsibility is aware of the absence
- Monitoring session and lesson attendance and punctuality of years 7-11 on a daily basis ensuring that all processes are followed
- Liaising with parents/carers as necessary including sending out LA approved letters for attendance below 95%, PA and lateness
- Advising the headteacher/Deputy Headteacher (authorised by the headteacher) when to issue fixed-penalty notices
- Overseeing the issuing of FPN's for students with very low attendance where necessary and ensure accurate records are kept
- Ensuring Attendance Support Meetings are organised when appropriate
- Ensuring home visits to encourage attendance are conducted (with AHOY support where required)
- Supporting the Year Teams in their role of overseeing attendance and punctuality by providing data for students below 95%, below 90% and any additional data requested by year office teams
- Alerting Year teams to patterns of attendance for their year group and students with attendance concerns
- Meeting with students to establish reasons for absences and follow up where necessary (external agencies)
- Intervening where necessary e.g. Additional contact/plans with parents/carers for PP students/ ATTEND Framework
- Benchmarking attendance data to identify areas of focus for improvement
- Preparing materials for BAP if required and provide attendance data and interventions on a bi weekly basis
- Assisting with the production of attendance, punctuality protocols and systems
- Reviewing attendance policy, protocols, systems, rewards and sanctions with Director of Progress and Deputy Head Behaviour and Attendance
- Attending attendance meetings with LA lead and Deputy Head where appropriate
- 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 to tackle persistent absence
- Ensuring that all legal requirements are met

The attendance officer is Anne Glyne-Thomas and can be contacted via aglynethomas@blatchingtonmill.org.uk



5.7 Curriculum and Subject Leads

Curriculum and Subject Leads are responsible for:

- Being a role **model** in promoting attendance and punctuality
- **Encouraging excellent attendance routines**
- Monitoring the register taking of the subject team in order to **ensure that all registers are taken in the lesson** and appropriate measures are taken if there are issues such as contacting the IT support team

5.8 Assistant Head of Year (AHoY)

Assistant Heads of Year are responsible for:

- Being a role model in promoting attendance and punctuality
- Encouraging excellent attendance and punctuality routines across the year group

Supporting the HoY in their role of:

- Overseeing the attendance and punctuality of the year group and target groups within it.
- Leading the year team in interventions with attendance and ensuring all processes are followed
- Ensuring assemblies and tutor time activities support and celebrate attendance
- Leading and managing the rewards and sanctions for good attendance and punctuality including advising on Passport rewards for their year group
- Ensuring a regular timetabled meeting with the Attendance Officer/EWO to establish students of concern and to ensure appropriate actions are taken.
- Ensuring feedback to and from tutors and HoY is maintained
- Overseeing the strategies for the attendance of students with 92-95% attendance including monitoring and mentoring students and working with parents/carers and external agencies where appropriate
- Attending ASM with Attendance Officer and action ATTEND Framework where appropriate
- Reporting serious concerns of repeated issues to HoY and ensure a strategy is in place to support attendance
- If established in school reasons for attendance issues, referring to HoY to consider with CL/SL if necessary
- Referring to external agencies to support – e.g. Front Door for Families (FDFF)
- Preparing materials for BAP (Behaviour and Attendance Panel) where appropriate

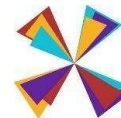
5.9 Head of Year (HoY)

Heads of Year are responsible for:

- Being a role model in promoting attendance and punctuality
- Encouraging excellent attendance routines
- Overseeing the attendance and punctuality of the year group and target groups within it.
- Having a clear vision of the strategies necessary to ensure that appropriate interventions are put in place to promote good attendance.
- Leading the year team- both form tutors and the Assistant Head of Year - in interventions with attendance and ensuring all processes are followed
- Overseeing the strategies for the attendance of students 92% or below including monitoring and mentoring students and working with parents/carers and external agencies where appropriate
- Working with the Attendance officer, school staff and parents to lower the Persistent Absence rates
- Ensuring assemblies and tutor time activities support and celebrate attendance
- Leading and manage the rewards and sanctions for good attendance and punctuality including advising on Passport

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rewards for their year group

- Ensuring a regular timetabled meeting with Attendance Officer takes place once every two weeks to establish students of concern and to ensure appropriate actions are taken
- Liaising with CLs/SLs as appropriate where issues in a particular subject are affecting attendance
- Reporting to the Deputy Head Behaviour and Attendance on the effectiveness of strategies undertaken

5.10 Subject Teacher

Subject Teachers are responsible for:

- Being a role model in promoting attendance and punctuality
- Accurately recording student attendance within the first 5 minutes of every lesson. Registers are legal documents and will be used whenever prosecution for poor attendance and/or punctuality becomes necessary
- Reporting any absent students who have previously been marked present on that day via the duty email system in a timely manner
- Encouraging excellent attendance and punctuality routines- challenge students re lateness
- If SIMS is not working or crashes during the taking of the register sending a written copy of who is absent to Student Services and report the issues to IT support
- Supporting whole school attendance by reporting to year teams and the tutor for any noticeable patterns or changes in attendance
- Welcoming back students who have not been attending but due to the actions of the school have returned to class and support and encourage them in catching up on any missed work

5.11 Form Tutor

Form Tutors are responsible for:

- Being a role model in promoting attendance and punctuality
- Accurately recording student attendance within the first 5 minutes of every registration period. Registers are legal documents and will be used whenever prosecution for poor attendance and/or punctuality becomes necessary
- Encouraging excellent attendance and punctuality routines of tutees including encouraging student awareness of their attendance using SIMS student / Passport
- Registering lateness / attendance every day and challenge students re lateness through conversations with students and communication with parents/carers
- Using professional judgement to mentor members of the tutor group regarding attendance and punctuality in liaison with year office, particularly when students' attendance falls below 96%
- Using a range of formal and informal communication strategies, to build relationships with parents, to support attendance, punctuality and therefore the well-being of their tutees
- Rewarding good attendance where appropriate
- Recognising when students have returned from a period of absence / attendance is improving to ensure that they feel like valued members of our school community
- Informing Year team of any issues that could cause attendance problems e.g. friendship issues, situations at home
- Fully supporting tutor time activities regarding attendance utilising the weekly attendance data (Google Doc) with tutees under the guidance of the year office

5.12 School Admin Staff

School Admin Staff will:

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- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to the Year Office teams in order to provide them with more detailed support on attendance

5.13 Parents/Carers

Parents/carers are expected to:

- Ensure that children attend school and timetabled lessons on time. This encourages habits of good timekeeping and lessens any possible classroom disruption.
- Ensure their child attends every day the school is open except when a statutory reason applies.
- Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness) via studybugs - all contact details are on the website. Parents/carers are to contact the school before 08.40am on the first day of their child's absence and each subsequent day of absence, and advise when they are expected to return.
- Only request leave of absence in exceptional circumstances and do so in advance.
- Ensure that, where possible, appointments for their child are made outside of the school day.
- Provide the school with more than one emergency contact for their child.

If your child is finding attending school challenging, parents/carers must:

- Work with the school and local authority to help them understand their child's barriers to attendance.
- Proactively engage with the support offered to prevent the need for more formal support.

5.14 Students

- Our students must arrive by 8:35am on each school day and attend every timetabled session on time.
- Our morning register is taken at 8:40am and will be kept open until 9:00 am
- Our afternoon register is taken at 1:20pm and will be kept open until 1:30 pm.
- Students arriving late, must sign in at Student Services on arrival.
- Students leaving school for a valid reason such as medical appointments must sign out at Student Services.
- *A student who arrives late but before the register has closed will be marked as late (L) – which counts as present.*
- *A student who arrives late after the registers close may be marked as absent.*
- *If the student is late arriving due to a valid reason such as an unavoidable medical appointment, the absence will be authorised.*
- *If the student is late for no good reason they will be marked with the unauthorised absence code 'Late after registers close' (U).*

6. Recording attendance

6.1 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

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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 08.35am on each school day.

The register for the first session will be taken at 08.40am and will be kept open until 09.00am. The register for the second session will be taken at 1.20pm and will be kept open until 1.30pm.

6.2 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 08.40am or as soon as practically possible by:

- **Online:** studybugs.com - our preferred method
- **Text:** 07860055853
- **Voicemail:** 01273 206874

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.

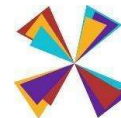
If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

6.3 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/carers should request a leave of absence form from their child's Year Office

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team or our Attendance Officer.

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. Section 5 outlines which term-time absences the school can authorise.

6.4 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

Year Offices closely monitor punctuality and will contact parents/carers regarding any concerns. Punctuality issues may also be addressed with:

- Punctuality report
- Lunchtime detentions / Afterschool detentions to make up the lost learning time

6.5 Following up unexplained absence

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

- Contact the pupil's parent/carer on the morning of the first day of unexplained absence via text to ascertain the reason. If the school does not receive a response to this text the Year Office / Attendance officer will call the pupil's parent/carer. If we cannot reach any of the pupil's emergency contacts, the school may consider contacting the police.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Text the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer

466 Reporting to parents/carers

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

7. Authorised and unauthorised absence

7.1 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.

We define 'exceptional circumstances' as one off events which are unavoidable, examples may include the death of a close relative, attendance at a funeral, respite care of a looked after child, a housing crisis which prevents attendance.

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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 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via your child's Year Office / our Attendance Officer. 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, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

7.2 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 £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 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.

8. Strategies for promoting attendance

As a school community we **actively encourage excellent attendance** in the following ways:

- Providing a **safe, secure and engaging learning environment** based upon **positive and normative behaviour** principles.
- Providing a **stimulating and challenging curriculum** that benefits students and sees them achieve well.
- **Working with parent/carers** regarding issues that may affect their child's attendance
- Effectively and consistently **communicating with parents/carers about their child's attendance**, including offering **guidance, support services and planning to support pupils** to improve attendance.
- **Regularly monitoring and proactively responding to attendance** that does not meet our expectations in a supportive and consistent manner.
- **Working closely with multi agency colleagues** to improve attendance and punctuality

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As well as encouraging and rewarding attendance, recognition and incentives also increase the profile of attendance, both within the school and in the wider community. Year Offices to recognise, challenge and encourage excellent attendance by:

- **Publicly recognising the norm of excellent attendance** regularly during assemblies / form time sessions (*further information on our use of norms can be found within our [Behaviour Policy](#)*).
- Regular **normative messaging and communication home** from both the form tutor and YO to recognise achievement and encourage parent support and engagement (see appendix C)
- Running and monitoring **inter-form / peer obligated challenges relating to attendance** (e.g. 20 day breakfast challenge) using the **Blatch Arcade, Tutor Breakfast and Passport Points as incentives**
- Regularly awarding **Achievement Points for continued excellent attendance or improved attendance** - These are logged centrally and students are informed how many they have collected, which is celebrated in tutor sessions and assemblies as well as by notifying parents and carers about each point via our Edulink app, giving students the recognition in school and at home that is both deserved and motivational.

8.1 Passport

At Blatch we believe in rewarding great attendance and punctuality, as such we have designed our **own reward programme - Passport**.

Passport is a system where students accrue Passport Points, which they can exchange for rewards and enhancements that they value (e.g. *Reward Room* passes, vouchers, skip the lunch queue passes, stationery, craft supplies, sports equipment, event discounts, prizes and more).

The power of Passport is not just in the exchange of points for prizes but also the visibility of the points - students like to see how their excellent attendance and punctuality each day translates to more points - which they can challenge themselves as individuals to accrue or compare with peers. To do this Passport points are recorded centrally and students can view them on their internet browser landing page and on the dedicated Passport page that uses principles of gamification to display totals - the system is updated daily so it is responsive and engaging.

Students collect Passport Points for five different behaviours that they do in school and we as a community value highly. The three categories focused on attendance and punctuality are:

- keeping up **good attendance** at school;
- **being on time** to school and lessons;
- collecting **achievement points**

Using these categories allows students to really recognise what they are doing well. It is also specific about where they can improve, perhaps with punctuality for example. Students enjoy this precise feedback and know that the more points they collect the more they are recognised for their success with contact home and the ability to exchange the points for enhancements or items they may want.

At its heart, we want a system that rewards, in a visible, responsive and fun way, all of those students who sustain their efforts over time, doing the right things every day in a way that benefits themselves and others.



9. Attendance monitoring

9.1 Monitoring attendance

Daily Attendance Monitoring:

Each morning the Assistant Head of Year with the support of the Head of Year where available, will complete the following:

- Check the AM registers just after 9am for N, O and I codes.
- Ensure contact with home has been made for students with a 'N' code in the AM register to enquire about student's whereabouts; encourage attendance on that day wherever possible (including aiming to come in later); offer support; reinforce message about the importance of excellent attendance; inform parents/carers of student's current attendance %; remind of the importance of parents/carers communicating with school when a student is absent.
- Year Office teams will know the most important pupils to prioritise, including those with chronic attendance issues or where absence is unexpected.
- Log phone calls on SIMS under interventions - 'Attendance Intervention: AM Communication with home'.
- Move on to O and I codes - phone home for students with below 96% attendance where appropriate to encourage attendance as soon as the student is well enough / support a swift return to school. Again, where the Year Office needs to prioritise calls they will consider where it is most necessary (e.g. multiple days of illness, regular attendance issues).
- Attendance Officer will share via email the daily target group absentees - phone calls home for any students not already contacted to encourage attendance and address any issues affecting attendance.
- Ensure all phone calls are logged on SIMS under interventions - 'Attendance Intervention: AM Communication with home'.

The aim is for attendance monitoring phone calls to be completed by breaktime (10.35am) each day. The Year Office will use their professional judgement to prioritise calls and decide on which days calls may be more appropriate.

Weekly Attendance Tracker:

Our Data & Progress Coordinator will share the most recent Attendance Tracker every Friday. The year group attendance tracker tab shows the following information for every student and is organised with the lowest current attendance at the top of the sheet:

- Last year's overall attendance figure (%).
- Week by week attendance percentage and number of missed sessions for the current term to date.
- Notes / Agreed actions.
- Record of attendance letters sent home (dated and with follow up actions) - Medical Evidence Letter / 100% Target letter.
- Record of Attendance Support Meetings (ASMs) and agreed targets.

Year Office Actions in Response to Tracker Data:

- Year Office to discuss most recent data ahead of a fortnightly meeting with the Attendance Officer and **add any relevant supporting information to the notes column of the spreadsheet** (e.g. family circumstances).
- Year Office to **identify students to be discussed with the Attendance Officer** with regards to sending attendance letters / further follow up.
- **Head of Year to direct Assistant Head of Year to monitor the attendance of a target group of students** over the next week/fortnight (where attendance has fallen below 92%) - talking to them about any subsequent missed days and particularly recognising and praising excellent attendance. Communication / actions from form tutors to be logged in the actions column of the spreadsheet.
- **Head of Year to identify students that form tutors should be making contact home** for due to attendance dropping below 96% to check in and ensure there are no issues that school should be aware of.
- **Head of Year to direct form tutors to monitor the attendance of these students over the next fortnight** - talking to them about any subsequent missed days and particularly recognising and praising excellent attendance. Communication / actions from form tutors to be logged in the actions column of the spreadsheet.

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Attendance Policy

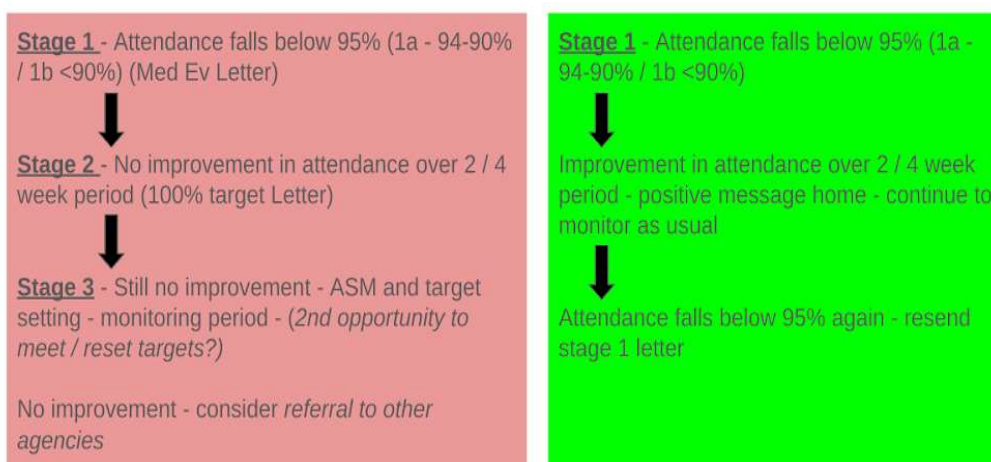


- **Year Office to liaise with Data & Progress Coordinator regarding any additional attendance data** / questions relating to the data received each week (e.g. termly comparisons / data to support year group incentives).

Fortnightly Attendance Meeting with Attendance Officer:

Year Office to meet with the Attendance Officer once a fortnight. The purpose of this meeting is to:

- Discuss overall attendance trends over the past fortnight
- Reflect on previous meeting's action points (letters home / Attendance Support Meetings) and their impact
- Identify next steps for students <95% / <90%
- Identify students that the Attendance Officer may need to raise with their Local Authority contacts for further support / guidance
- Consider students who are reaching the threshold for FPNs



Actions after each Attendance Meeting:

- The Attendance Officer will send all required letters after each fortnightly meeting and log this on our central tracking documents.
- Year Office teams may also direct the Attendance Officer to maintain contact with particular families who are causing particular concern.
- If there is insufficient improvement within the timescales indicated on the letters, an 'Attendance Support Meeting' will be arranged by the Attendance Officer between the Year Office/Attendance Officer and parents/carers. During this meeting an Attendance Contract will be drawn up and signed by all parties. The meeting is of a supportive nature and allows each party to contribute to a support plan and clear targets for improving attendance moving forward. The Attendance Officer will confirm the outcomes of the meeting in writing to all parties and log this on our central tracking documents.

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.

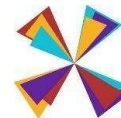
Transition Period (Year 6 into 7) - Liaison with Feeder Schools:

Detailed information and data is collected on all students as they transfer to Blatchington Mill as part of the Vulnerability Index documentation. This contains the current year's attendance figures and details of any potential factors that have / could affect attendance at school (e.g. home risk factors, medical conditions etc.)

Where there has been a history of poor attendance in the past, strategies and support should be put in place to monitor and improve attendance patterns from day one.

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Attendance Policy



Upon entry to Year 7, or at any time a new student joins us, we encourage parents/carers to discuss with us any concerns they may have about attendance so that we can offer relevant support to the student from day one.

Year Office attendance actions to be considered and competed during the transition period:

- HoY/AHoY/AO to **review transition information and RAG attendance** 95%+ / <95% / <90% (Our Data & Progress Coordinator can support with collating this data)
- AHoY to **contact families identified (where students previous attendance is below 92%)** to check in and ensure there are no issues that school should be aware of within the first two weeks of the academic year
- HoY to **direct form tutor monitoring from the second week of the academic year** to encourage excellent attendance and build rapport with students at risk of poor attendance (where previous attendance is below 96%)
- HoY/AHoY to **check in with identified students (where previous attendance is below 92%)** within the first two weeks of the academic year to ensure a smooth transition to secondary school life and proactive support and encouragement of excellent attendance

9.2 Analysing attendance

As a school we:

- 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

9.3 Using data to improve attendance

As a school we:

- Provide regular attendance reports to form tutors 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. Absence at this level is doing considerable damage to any student's educational prospects and we need a parent/carer's full support and cooperation to tackle this. Whilst we monitor all absences thoroughly, **any case that is seen to have reached or is at risk of moving towards the PA mark is given priority** and will be monitored daily by the Year Office / Attendance Officer.

In the case of an unauthorised absence lasting 4 weeks or more, the student may be removed from the school roll in line with Local Authority guidelines.

The school follow the statutory guidance on Children Missing in Education: [here](https://new.brighton-hove.gov.uk/children-and-learning/absent-school/tell-us-if-child-not-getting-education) and report any CME case to the Local Authority: <https://new.brighton-hove.gov.uk/children-and-learning/absent-school/tell-us-if-child-not-getting-education>

As a school we:

- Use attendance data to find patterns and trends of persistent and severe absence
- Closely monitor the attendance of pupils with overall attendance of less than 95%
- Communicate with the parents/carers of pupils who are persistently absent via telephone/email/letter to ensure they are aware and working with the school to support their child
- Hold regular meetings with the parents/carers of pupils who the school (and/or local authority) considers to be

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- 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

10. Monitoring of the policy

- A member of the Senior Leadership Team is responsible for overseeing the school's attendance procedures.
- The Attendance Officer manages the day-to-day oversight of attendance.
- Regular line management meetings with relevant staff members ensures effective communication and consistent monitoring of attendance and punctuality.
- Pastoral teams and Senior Leadership Team monitor attendance of cohorts, sub-cohorts and individuals.
- The governing body is regularly informed of attendance rates, concerns, successes and plans to improve attendance

The *BMS Attendance Policy* will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every two years. At every review, the policy will be approved by the full governing board.

11. Equality Act

The *BMS Attendance Policy* acknowledges the schools' legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEND).

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to supporting excellent attendance will cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student with poor attendance to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12. Related Policies

- Admissions Policy
- Behaviour Policy
- Bereavement Policy
- Children With Health Needs who Cannot Attend School Policy
- Child Protection and Safeguarding Policy
- Home School Agreement Policy
- Special Educational Needs and Disability Policy

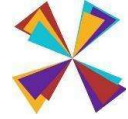
Related policies are found here: <https://www.blatchingtonmill.org.uk/our-policies-and-processes/policies/>



Appendix 1: Attendance Codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	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
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

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Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
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
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school
Unauthorised absence		

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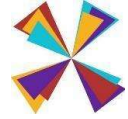
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
		Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
N	Reason not provided	
O	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
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
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: The Effect of Absence on Progress

The effect of absence on progress					
A whole year has 365 days; a school year has 190 days. That leaves 175 days to spend on family time, holidays, shopping and other appointments					
No Absence	10 Days Absence	12 Days Absence	19 Days Absence	29 Days Absence	38 Days Absence
190 days of education					
	180 days of education				
		178 days of education			
			171 days of education		
				161 days of education	
					152 days of education
100%	95%	94%	90%	85%	80%
Very Good		Worrying		Serious concerns	
Make more progress than expected		Struggle to make expected progress	Make less than expected progress – lose one grade in each subject		

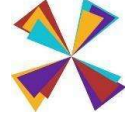


Appendix 3: Learning Time Lost Through Poor Punctuality

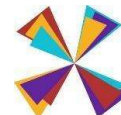
Punctuality:

Poor timekeeping is not acceptable. When a student misses the start of our school day at 8.30am or indeed any other lesson during the day, they are not only missing out on learning time but their arrival disturbs the flow of the lesson and the learning of others.

Minutes late	Learning time lost
5 minutes late every day	3 days of school lost a year
10 minutes late every day	6 days of school lost a year
20 minutes late every day	12 days of school lost a year
30 minutes late every day	18 days of school lost a year



Appendix 4: Blatch Basics: Attendance



Blatch Basics: Attendance

95%

95% is considered to be 'good' attendance but is still equivalent to missing 60 Blatch lessons in a year! We encourage all students to stay above 95%

90%

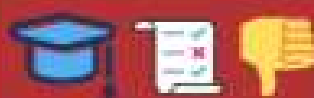
90% attendance may look impressive but it means missing 10 days of education a year. 90% is far less than most students.



If you're 15 minutes late every day, you lose two weeks of learning by the end of the year



Our data shows pupils with more than 95% attendance achieve GCSE results at least one grade higher.



When you're older, colleges and employers can ask to see your school attendance record from Blatch



You will be able to make the most of all the opportunities at Blatch offers with good attendance (e.g. trips, friendships and clubs)



At Blatch we have someone to help you build your confidence to come to school and help tackle any concerns. Speak to your year office if you feel this will help.



You can go to school with nits, conjunctivitis, a headache, or a cold. Find out more: www.brighton-hove.gov.uk/sicknessguidance



Two school days missed each month during your school life adds up to one whole year of school lost.