

St Mary's CE High School

"Building Our Futures Together"

Attendance for Learning Policy

Date: Spring 2013

Date of Next Review: Spring 2018

(adjusted Summer 2015 to reflect school census changes July 2015)

St Mary's CE High School

Attendance for Learning Policy

1. Key Strategic Objectives

- St Marys CE High School seeks to ensure that all its students receive a full-time education which maximises opportunities for each student to realise his/her true potential. Our strategic aim is to achieve 100% attendance for every student, with a minimum target of 96%.
- The school is committed to providing a welcoming, Christian and caring environment, whereby each member of the school community feels important, valued, safe and secure.
- All school staff will work with students and their families to ensure each student attends school regularly and punctually.
- The school has established an effective system of incentives and rewards which acknowledges the efforts of students to maintain outstanding attendance and punctuality and to improve their attendance and timekeeping and will challenge the behaviour of those students and parents/carers who give low priority to attendance and punctuality.

To meet these objectives St Mary's CE High School will use established effective and efficient systems of communication with students, parents/carers and appropriate agencies to provide high quality information, advice and support.

2. AIMS

- To attain the highest/outstanding standard of student attendance at St Mary's
- To be committed to continual improvement in the overall percentage of student attendance at school so that students have a greater opportunity to attain and become successful learners
- Make attendance and punctuality a priority for all those associated with the school including students, parents/carers, teachers, staff and governors
- To provide a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks
- To maintain a systematic and consistent approach to gathering and analysing attendance related data
- To recognise the needs of the individual student when planning reintegration following significant periods of absence and those who are admitted to the school as casual admissions
- To provide support, advice and guidance to parents/carers and students
- To further develop positive and consistent communication between home and school and particularly with those who may be vulnerable or find it hard to engage with the school

- To promote effective partnerships with Attendance services, Social Care and with other services and agencies as required

3. PARENTAL/CARER RIGHTS AND RESPONSIBILITIES

- Parents/carers are responsible in law for ensuring their child's regular and punctual attendance at school
- Parents/carers are responsible for informing the school of the reason for any absence (by letter, phone call or personal visit) on the first morning of any absence
- Parents/carers can expect the school to keep them fully informed of their child's attendance and raise any concerns as they arise
- Parents/carers are responsible for ensuring their children stay at school once they have registered as being at school

Staff at St Mary's expect to work closely with parents/carers to establish excellent standards of attendance and punctuality in order to optimise attainment and progress of all students. Support includes:

- Parents/carers consultation evenings when parents/carers meet with staff to discuss attendance and progress in specific subjects
- Target setting and progress review days when parents/carers meet with staff to discuss student attendance and progress in learning
- Contact with Attendance Officer and Attendance Improvement Officer – to discuss attendance and punctuality and issues relating to attendance and punctuality
- Meetings with subject staff/pastoral leaders or Directors/Assistant Directors to discuss concerns/support strategies
- Meetings with Assistant Head Teachers/Deputy Head Teacher/Head Teacher/Senior Leadership Team members to discuss concerns and support strategies
- Referral to outside agencies e.g. Social Services, CAMHS, Parent/Carer Support Groups, Family Support Worker
- Use of the Local Schools Partnership and Children's Centre: Family Support Worker
- Letters and rewards recognising excellent attendance and punctuality of students
- Opportunities to attend special events where excellent attendance and punctuality are recognised and rewarded

Communication with Parents/Carers regarding Attendance and Punctuality Matters

- Expectations regarding attendance and punctuality are made clear in the school prospectus, school website and the information provided at Secondary Transition evening and in documentation that is provided when a child starts at St Mary's. In addition, regular reminders are given in tutorials, acts of worship, newsletters and letters home about attendance and punctuality
- Every student has a planner/organiser in which they can record their attendance and punctuality. Parents/carers are encouraged to share and discuss this information with their child

- Parents/carers will be contacted when their child is absent and a reason has not been provided. This may be achieved with a telephone call, letter or electronic communication (eg., text via KeepKidsSafe)
- If absence remains unexplained, the school will continue to attempt to contact a parent/carer until a reason is attained. While no reason is available the student will be marked with an unauthorised absence
- Parent/carers will be informed of their child's attendance at least once each school year as part of the formal reporting system
- Parents/carers will receive a letter informing them when a student is required to attend a longer detention (more than 15 minutes) related to lateness
- A parent/carer may request an attendance record for their child at any time. (If this involves regular photocopying or printing, an administration charge may be made)
- Where a child's attendance/punctuality is a cause for concern, more regular contact will be made with parents/carers initially overseen by the Assistant Director for the year group
- A summary of the school attendance figures is published annually in the school prospectus

4. STUDENTS

All students have a responsibility to ensure that they attend school regularly and act at all times and in all places with care for the safety and wellbeing of all members of the school community. This means showing respect for the rights of others, developing self-awareness, accepting responsibility for personal behaviour and supporting the establishment of an effective environment for learning throughout the school by following the school Code of Conduct. This in turn will promote the creation of a community where students want to attend school, be punctual and enjoy their learning and social opportunities provided by the school.

All students have a responsibility to value their own ability and seek to take full advantage of the opportunities afforded by the school to develop as a responsible and proactive learner and member of the school community.

Students have a responsibility to:

- Make the commitment to attend school every day and have aspirations to achieve 100% attendance, and a minimum target of at least 96% attendance for each school year
- Arrive at school and to lessons punctually, appropriately dressed in school uniform, fully equipped and ready to learn
- Arrive on site by 8.15am
- Arrive on time to all lessons throughout the school day as per the timetable
- Bring in a note or appointment card beforehand for a planned absence
- Bring a note relating to absence and pass it to their tutor on the first day back at school
- Remain on the school site at break and throughout lunch
- Post 16 students are entrusted to leave school site during break and lunch times, but must ensure that they are signed into school five minutes before the start of timetabled lessons

- Recognise that employers, colleges and universities are more positive about good attendees and that the school will be asked to provide attendance data to support future progression routes and application to university/college and employment
- Tell a member of staff if a problem is occurring with school work or with another student that might affect attendance or punctuality
- Involve themselves fully in the life of the school have a positive attitude and apply full effort to all activities to make school more interesting and to increase motivation to attend school

5. REGISTRATION (INCLUDING LATENESS)

Attendance registers are legal documents and as such must be completed promptly and accurately.

Registers will be taken punctually each day unless informed at 8:30am and at 2:05pm. Morning registers close at 8.40am. Afternoon registers close at 2.15pm. Students should be in their tutor/teaching areas before these times and seated. Registers can be completed by staff using a range of strategies that support and optimise learning. However, registers must be accurate and only taken by a member of staff. It is the responsibility of the staff member to make sure that the students present are accurately marked in the register.

If a student arrives after the registers close he/she should sign-in via the Attendance Officer. Being late twice or more during a week will result in an after school detention (or similar sanction. Please see Behaviour for Learning policy).

All staff should take a register in each lesson. If there is concern about a particular student's attendance an announcement will be made in morning briefing by the Director/Assistant of Teaching and Learning

6. AUTHORISED/UNAUTHORISED ABSENCE

Parents/carers should call the School Absence Line before 8.30am to advise of student absence and provide a reason for the absence.

The school decides whether an absence will be authorised or unauthorised. Authorised absence is where the school has either given approval in advance for the student to be away, or where an explanation offered afterwards has been accepted as satisfactory. Parents/carers may not authorise absence; only the school can do this. Should School staff have reason to doubt that the explanation offered about a particular absence is genuine, the absence will be treated as unauthorised. Decisions about the status of absence will be made and communicated to parents/carers by the School.

Absence from school may be authorised if it is for the following reasons:

- . Sickness
- . Medical/dental appointments (where cannot be made outside of the school day)
- . Days of religious observance
- . Exceptional family circumstances eg., bereavement

Absence from school will not be authorised for:

- . Unsatisfactory explanations eg., shopping, minding the house etc
- . Caring for sick siblings or parents/carers
- . Birthdays
- . Holidays

St Mary's CE High School will emphasise to parents/carers that all medical/dental appointments should be made outside school hours. If unavoidable, the student should be collected from school for appointments and return to school as soon as possible after the appointment.

Parents/carers do not have the right to take their child out of school for holidays. Absence for this purpose will not be authorised.

Leave of Absence Requests

The school takes the matter of poor attendance as a result of unauthorised absence very seriously. The school will use a range of strategies to support improved attendance and this will include the use of FPM and referral to Court.

6. PERSISTENT ABSENCE

Persistent absence (PA) is absence of 10% or more. An individual child is deemed to be a persistent absentee if his/her attendance is less than 90%, regardless of whether or not the absences have been authorised.

Research shows that the attainment and employability of students who are persistently absent from school is poor, and therefore the school will take all measures to work with students, parents/carers, staff and outside agencies to put measures in place to support the learning and attendance of students who are at risk of persistent absence or who have become a persistent absentee.

It is the parent/carers' responsibility to ensure they call the absence line to report any absence before the start of the school day and to ensure that the school is provided promptly with accurate information about absence.

7. FIRST DAY RESPONSE

St Mary's CE High School operates a First Day Response system. Any parent/carer whose child is registered as absent without an explanation will receive a text message before 10.30am to report that their child is not at school. This will be followed up by a phone call or letter if the parent/carer does not respond to acknowledge the call and provide a reason.

8. TRUANCY

Truancy is when a student does not attend school (external truancy) or timetabled lessons (internal truancy) without a good reason being provided.

Truancy is recorded as an unauthorised absence. St Mary's CE High School recognises that a student may truant from school or particular lessons for a variety of reasons. Truancy is always treated seriously.

A number of systems are put in place to educate students that truancy is unacceptable. Through investigation, if necessary, support will be offered to the student who has truanted from school or lesson(s). Parents/carers will always be informed of truancy and appropriate support and sanctions will be put in place in line with the Behaviour for Learning Policy. Truancy will be recorded on the student's file and attendance record.

Spot attendance and monitoring attendance checks are made regularly. These may focus on a particular year group or student to maintain standards and/or where there is a concern. All information will be fed back to the Director/Assistant Director of Teaching and Learning and ultimately to the Assistant Headteacher in charge of Attendance. The Director/Assistant of Teaching and Learning will be involved if there is a difficulty concerning attendance in a particular curriculum area.

The School will use a range of strategies to deal with truancy, and this includes referral to the Attendance Improvement Officer.

9. ATTENDANCE IMPROVEMENT OFFICER (AIO)

The fundamental purpose of the AIO is to maximise attendance for individual students, and the school. The School works with Hertfordshire to discharge the County Council's legal duty to ensure that all students of compulsory school age are in receipt of suitable education. AIOs will also assist in removing barriers which may prevent a student receiving education.

Referrals to the AIO will be made by the School once it feels it has exhausted all other avenues to improve attendance. The AIO will meet with the Assistant Head Teacher and the Attendance Officer (and other staff as relevant) during visits to the school to monitor students whose attendance is a cause for concern.

The AIO will undertake home visits when these are deemed necessary.

10. THE ROLE OF THE SCHOOL ATTENDANCE OFFICER

The Governors employ an Attendance Officer whose role is to manage the School's attendance registers and data in relation to attendance. The role includes support to achieve the highest standard of student attendance for the School.

Daily Duties

- Produce a daily absence report
- Send the First Day response to parents/carers for students marked absent by 10.30am
- Refer day to day concerns to the relevant member of staff
- Respond to parent/carer calls regarding attendance and absence
- Maintain accurate attendance records using SIMS
- Keep accurate records of all contact with/from parents/carers relating to attendance and leave of absence requests

Weekly /Fortnightly

- Produce copies of attendance information to ADoTLs including actions taken and letters sent regarding attendance concerns
- Provide reports to assist ADoTLs and the Assistant Head Teacher with the analysis of patterns and trends in student attendance
- Meet with the Assistant Head Teacher in-charge of Attendance to discuss concerns, patterns and referrals for intervention or to the Attendance Improvement Officer.

11. STRATEGIC LEADERSHIP

THE SENIOR LEADERSHIP TEAM - ASSISTANT HEAD TEACHER WITH RESPONSIBILITY FOR ATTENDANCE

The member of SLT with responsibility for Attendance for Learning will:

- Set and agree attendance targets for whole school, year group and vulnerable groups with Governors on an annual basis
- Make attendance high profile across the whole school and promote excellent levels of attendance and punctuality
- Provide systems to analyse and monitor attendance data and provide opportunities and systems to support the needs of the students with attendance concerns
- Implement systems of accountability regarding attendance
- Liaise with the Attendance Officer and Attendance Improvement Officer regarding students with identified attendance and punctuality concerns
- Monitor attendance and punctuality of all students including those on the Additional Needs Register, in vulnerable groups and those at risk of persistent absence
- Promote a teaching and learning environment that is supportive of student wellbeing, welcoming and caring and in which support if required, can be effectively sought and sensitively provided
- Provide regular reports to the Head Teacher and Governors to support the monitoring and evaluation of attendance
- Provide reports to Governors to meet requirements of the DfE regarding attendance

DIRECTOR OF TEACHING AND LEARNING/ASSISTANT DIRECTORS OF TEACHING AND LEARNING:

- Model and promote outstanding attendance and punctuality to students, form tutors and parent/carers
- Encourage all students in the year group to strive for an individual attendance of 100%, and a minimum attendance of 96% to achieve targets set for each tutor group
- Will openly promote the school's belief that a high level of attendance is the key to a student achieving his/her full potential
- Monitor attendance of all students including persistent absentees, truants and those at risk of underachieving by issuing and checking attendance reports
- Liaise with the Attendance Officer on a weekly basis to scan registers and confirm cases for referral, visit or further investigation and follow up identified cases causing concern i.e. when attendance patterns change or impact on achievement, fall below school targets, are unacceptably low or where home/parenting circumstances might require support
- Make referrals to appropriate external agencies to support students who have issues that affect attendance
- Contact and meet with parent/carers when levels of individual attendance fall below an unacceptable level; Attendance Clinics, parent/carer evenings and panel meetings
- Provide appropriate reintegration programmes for students who have been absent for extended periods of time, who are new to the school, might have experienced/be experiencing difficulties in attending school or who have issues relating to attendance at school

12. STRATEGIES FOR PROMOTING ATTENDANCE/PUNCTUALITY

The School is committed to ensuring that the educational provision at St Mary's is of the highest quality and meets the needs of all students. There is a very strong link between the quality of provision and student attendance, and as such the curriculum and pastoral provision will be regularly reviewed to ensure quality and a close match to student need.

The Curriculum

- The curriculum will be planned, developed and monitored to meet the needs of all students. Assistant Directors of Teaching and Learning will monitor individual student needs
- Attendance data will be collected and analysed to inform pastoral and curriculum practice.
- Data will be shared with the Assistant Head Teacher, Deputy Head Teacher and Headteacher to inform curriculum planning and timetabling.

Pastoral Systems to Support Attendance for Learning

- The School will offer rewards to students and tutor groups whose attendance/punctuality is either excellent or much improved
- Students whose attendance falls below the thresholds of 93%, 90%, 85%, 80% will be set differentiated targets for improvement. These targets will be regularly reviewed by the tutor/Teaching and Learning Directorate

- Regular structured meetings will be held with the school's Attendance Improvement Officer in order to identify and support those students whose attendance/punctuality is a cause for concern.
- Parents/carers will be kept regularly and fully informed of all concerns relating to attendance and punctuality.
- Students are to be constantly reminded of the importance and value of good attendance using a range of strategies such as Acts of Worship, tutorial periods and student support day activities.
- Students who have been absent for any extended period of time will be re-integrated back into school through a structured and personalise reintegration programme.
- Any issues which may cause a student to experience attendance difficulties will be promptly investigated by the pastoral team and appropriate responses and support implemented.
- Attendance is reported in interim and Annual Reports and Progress Review Day Reports. Charts and graphs showing individual and tutor group attendance will be displayed in every year area.

13. SUPPORT SYSTEMS

All students are considered to be individuals and as such to have individual needs that will require a degree of support. Support is provided as a part of an entitlement for all students at St Mary's CE High School.

The school will use the full range of support systems and strategies to ensure that students are able to access their curriculum and optimise attainment and therefore enjoy their learning and want to attend school. There are a wide range of support mechanisms for students including those with particularly challenging attendance/punctuality issues and these will be used in collaboration with parental/carers support and external agencies if appropriate, to optimise opportunities for success of each individual student.

Strategies to support Attendance for Learning include:

- Teachers and support staff
- Head Teacher and SLT members
- Directors/Assistant Directors
- Student Managers
- Mentoring
- Circle time
- Small group work activities
- The Student Centre and Director of Inclusion
- Reintegration programmes
- Behaviour support including IBPs and PSPs
- Behaviour Support Team
- Educational Support Centre
- Youth Connexions
- Interventions (Stretch, Challenge and Support)

- Adapted timetables and use of Work Experience and Vocational courses
- Inclusion Director and (SENCo)
- Needs assessment including EP Assessments
- IEPs
- LSA Support (in class and withdrawal)
- Key worker
- Specialist support where behaviour affects learning
- Governors and non Teaching Staff
- School Attendance Officer
- Attendance Improvement Officer
- Student Mentors
- Community Support Police Officer and Police Officers attached to the school
- Educational Psychologist and specialist teaching staff e.g. EMAG workers
- Ethnic Minority Attainment Team
- Referrals to CAMHS and other support agencies e.g. drug outreach and pregnancy support
- Child Protection Designated Person

14. MONITORING OF THE POLICY

The Attendance for Learning Policy has been agreed and involved a consultation with:

- Senior Leadership Team and all staff of St Mary's
- The Governing Body
- The students of St Mary's
- Parents/carers of St Mary's

These same groups and individuals will be used in the biannual review & monitoring of the policy. The Governors are responsible for the policy review and will propose policy and/or policy amendments to the Full Governing Body as required. The policy review is led by the Assistant Head Teacher with responsibility for Attendance for Learning.

Consultation and communication of amendments or any action related to the policy would involve use of:

- Student Voice
- Parent/carer newsletter/letters
- Website
- Student Support Days
- Staff INSET and Continuing Professional Development days
- Parent/carer events
- Staff bulletin and staff notice boards
- Direct consultation with parent/carer groups
- Staff with responsibility for attendance
- Full Governing Body

Students can be given a responsibility to help in shaping and promoting the policy and supporting the staff and other students. This could be by being involved in the Student Voice as well as reporting incidents of bullying or other misbehaviours that might affect their own attendance or that of others.

St Mary's monitors attendance and punctuality of students rigorously and reports data regularly to parents/carers, Governors and the DfE. Governors receive attendance information about their child on a termly basis and there is a section relating to student attendance and punctuality in the Head Teacher's Report to the Full Governing Body.

The Assistant Head Teacher with responsibility for Attendance for Learning is responsible for overseeing the management of attendance and punctuality related data and target setting on an annual basis. The Inclusion Director will assist the Assistant Head Teacher with the analysis and monitoring of data, particularly in relation to students with SEND and/or on the Additional Needs Register.

This Policy should be read in conjunction with:

The Behaviour for Learning Policy
The SEND/Inclusion Policy

Guidance

ATTENDANCE POLICY Guidance and Explanatory Notes

Strategies for promoting excellent attendance and punctuality include:

- Recognition by all community members that students will readily attend school punctually if they have desire to attend and participate in the activities and an understanding of how they will benefit from their learning
- Clear expectations of students and all members of the school community related to attendance and punctuality
- Shared understanding of the importance of excellent attendance and punctuality, strategies to ensure success and rewards for achievement
- High quality lessons planned to meet the needs of all students including those with SEN and those identified as Able and Talented
- Provision of a welcoming and supportive teaching and learning environment where every student (and parent/carer) feels safe and secure and where students can enjoy learning
- Provision of clear rewards process for excellent and improved attendance and punctuality
- Clear, regular education relating to the link between attendance and achievement and importance as a life skill and indicator of good health and well being
- Intervention strategies and appropriate support programmes for students with identified needs or issues that prevent them obtaining excellent attendance levels
- Opportunities for parents/carers to meet with AIO, and staff dealing with attendance and punctuality issues in a positive and constructive manner
- Clear and appropriate measures to reduce and eradicate bullying and other inappropriate behaviour that might prevent excellent attendance
- Governors attendance panels – to recognise good/improved attendance and support attendance that requires improvement

School Targets for Attendance and Punctuality

All staff need to be aware of the school targets for attendance and punctuality. The DfE closely monitors attendance and punctuality figures for all schools in England. It should be noted that although the DfE no longer publish a target for school attendance, schools who report PA figures above 5% will be accountable. This will be used in consideration of whether the school needs to be placed in an Ofsted category.

	Percentage Attendance Target	Actual Attendance %	Percentage Absence	Actual Absence	Persistent absence figure
2007/2008	91.9	91.5	8.1	8.5	7.4
2008/2009	92.6		7.4		6.8
2009-2010	93.2		6.8		5.8

2010-2011	94.2		5.8		3.8%
2011-2012	95		5		3.2%

The guidance sets out in detail the strategic and operational responsibilities of staff leading and managing the attendance of students:

The Head Teacher, Senior Leadership Team and Directors/Assistant Directors of Teaching and Learning and the Inclusion Coordinator have a responsibility to:

Strategic Planning

- Openly promote the school's belief that a high level of attendance is the key to a student achieving his/her full potential at every opportunity
- To be aware of school targets for attendance and punctuality and to openly promote these in all areas of leadership and management responsibility
- Have at least one named person responsible within the Senior Leadership Team for attendance and punctuality who meets with the Attendance Officer at least once a fortnight
- Write and publicise the Attendance Development Plan and monitor the effectiveness of actions
- Ensure access for all to quality in-service training with a focus on improved Teaching and Learning and the role of the tutor
- Use and analyse data as an indicator in the management of staff with responsibilities for attendance and punctuality i.e. Tutors, DoTLs, Deputy Head through day to day monitoring and performance management type processes

Maintenance

- Make sure new/supply teachers are shown the process of taking the register
- Allocate finance for rewards for good attendance and punctuality
- Attend assemblies and award ceremonies when certificates and rewards for excellent levels of attendance and punctuality are being awarded
- Supervise students going to and from lessons and encourage good time keeping
- Being out at crucial times of the day encouraging students to hurry along – particularly between lessons
- Ensure the aims of the school are shared with new students and their parent/carers in relation to attendance and punctuality
- Ensure there are sufficient support mechanisms in place to promote high levels of attendance and punctuality
- Monitor the attendance and punctuality of classes that are taught in their subject areas, reward excellence and follow up where levels of attendance are lower than school targets
- Annually publish attendance figures as required in the school prospectus
- Regularly report attendance and punctuality figures and results of their analysis to the LA, governors and other stakeholders
- Provide a curriculum and resources that are appropriate to challenge and meet the needs of all students including those with SEN and those who are Able and Talented

- Ensure that a high quality of teaching and learning is provided that meets the needs of all students and engages learners, promoting a sense of enjoyment and well being
- Provide a teaching and learning environment that is supportive of student well being, welcoming and caring and in which support if required, can be effectively sought and sensitively provided
- Make appropriate provision and support for absent students & monitor work being sent home
- Promote excellent attendance through the rewards structure and monitor that rewards are given consistently and for sustained/improved attendance
- Provide appropriate reintegration programmes for students who have been absent for extended periods of time, who are new to the school, might have experienced/be experiencing difficulties in attending school, who have issues relating to attendance at school

Assistant Head Teacher for Student Development and Wellbeing, Inclusion Co-ordinator, Student Support Manager and Learning Support Coordinator have a responsibility to:

Strategic

- Attend courses, seek good practice and work with the Consultant for Behaviour and Attendance to promote strategies that will improve attendance
- Use analysis of data as an indicator in the management of staff with responsibilities for attendance and punctuality through day to day monitoring and performance management type processes

Maintenance

- Provide appropriate support for identified students to meet their specific needs to encourage and promote excellent levels of attendance and punctuality
- Liaise weekly with the AIO regarding students with identified attendance and punctuality concerns
- Provide appropriate reintegration programmes for students who have been absent for extended periods of time, who are new to the school, might have experienced/be experiencing difficulties in attending school, who have issues relating to attendance at school
- Make referrals to appropriate external agencies to support students who have issues that affect attendance
- Monitor the attendance and punctuality of classes/students that are taught in areas under their supervision, reward excellence and follow up where levels are lower than school targets
- Monitor attendance and punctuality of students on the Additional Needs Register
- Provide a teaching and learning environment that is supportive of student well being, welcoming and caring and in which support if required, can be effectively sought and sensitively provided
- Report to SLT, Governors and LA regarding attendance (audits, Attendance Development Plan and PA figures)

Staff with responsibility for attendance for each year group are expected to:

Strategic

- Openly promote the school's belief that a high level of attendance is the key to a student achieving his/her full potential
- Line manage tutors to ensure that attendance is given high profile
- Use analysis of data as an indicator in the management of staff with responsibilities for attendance and punctuality
- Use the Attendance Officer and AIO to follow up identified cases causing concern i.e. when attendance patterns change or impact on achievement, fall below school targets, are unacceptably low or where home/parenting circumstances might require support

Maintenance

- Model good attendance and punctuality
- Know school targets for attendance and punctuality and actively promote them in all aspects of work
- Encourage all students in the year to attend well and achieve targets set for each tutor group
- Encourage all tutor groups in the year to attend well and have high expectations of attendance
- Ensure that all students who achieve 95% are recognised in tutor time with reward stickers and those students who achieve 95 - 100% attendance are recognise in special assemblies and award ceremonies
- Ensure that tutor groups with high attendance are recognised
- Make sure that attendance is a standing item in Teaching and Learning Area meetings
- Ensure that computer generated letters are being sent and followed up
- Ensure that daily telephone contact is being made to known truants, students with low levels of attendance and students at risk (suspected or known)
- Make a commitment to ensuring that all absence is explained
- Meet with the Attendance Officer on a weekly basis to scan registers and confirm cases for referral, visit or further investigation
- Make a referral to the AIO when concerned about a student's attendance or low level of attendance or lack of explanation for absence and keeping the agreed details of all such referrals
- Attend School Attendance meetings, related to own year group when possible
- Ensure that the Tutor periods are used to promote high levels of attendance and good punctuality
- Ensure the Form Tutors have the information to give each student his/her attendance each term
- Support year group tutors in setting targets for attendance
- Monitor the attendance and punctuality of subject classes that are taught in a year group, reward excellence and follow up where levels are lower than school targets
- Monitor the percentage attendance of all tutor groups within the year group
- Monitor attendance of persistent truants by issuing and checking attendance reports
- Contact and meet with parent/carers when levels of individual attendance fall below an unacceptable level; Attendance Clinics, parent/carers evenings and Panel meetings
- Identify students at risk to Inclusion Co-ordinator, tutors and Attendance Officer

- Monitor students receiving late detention and escort students to detentions as requested
- Ensure registers are accurate for visits, off-site education and other provision
- Support and recognise good attendance within the year
- Supervise the taking of registers during fire drills and report immediately to Head Teacher any unexplained absences
- Ensure that all students being educated off-site are pre-coded appropriately
- Be responsible for overseeing the process of sending work home for long term absent students or students who have been excluded
- Ensure that all class lists are kept up-to-date and that any changes are notified promptly to the staff (via the bulletin), timetabler and the Data and Admissions Manager
- Update staff through regular use of the staff bulletin to give notices related to attendance and punctuality in the year group
- Ensure that weekly attendance printouts are distributed, annotated and returned to the Attendance Officer weekly
- Organise and monitor students at Attendance Clinics

The Attendance Officer has a responsibility to:

- Promote good attendance and its' importance to students, parents/carers
- Ensure all registers and attendance/punctuality data is accurate and up to date
- Monitor the return of registers and attendance data and initially follow up non returns from tutors and teaching staff
- Refer longer term issues with attendance and punctuality to the appropriate Director of T&L
- Advise the member of SLT with responsibility for attendance and punctuality of referrals made to T&L Leaders
- Prepare reports and data analysis as required by tutors, Student Managers, Teaching and Learning Leaders and members of SLT
- Process applications for leave of absence for pre-approval by Teaching and Learning Leaders and approval by the Head Teacher
- Liaise with the AIO on a regular basis to provide data and information as required
- Meet regularly (once per fortnight) with the Line Manager for Attendance and Punctuality
- Generate and post attendance and punctuality letters promptly
- First day contact by phone all targeted students on the first day of absence through truancy call
- Provide detailed information and registers for the Assistant Directors and SLT as requested
- Complete the paperwork for Fixed Penalty Notices
- Monitor and challenge untaken or mistaken registers
- Attend meetings with the Assistant Directors of Teaching and Learning and AIO
- Monitor SIMS for truancy and inform relevant staff of students absence in lessons
- Be a point of contact with parents/carers to discuss attendance issues

Administration staff have a responsibility to:

- Ensure that all messages explaining absences is recorded in writing at the time of contact
- Supporting Student Managers/Directors/Assistant Directors in following up attendance issues i.e. telephones calls home

- Pass on all written notes to the Attendance Officer immediately via the pigeon hole or agreed communication method
- Pass on signing out slips (i.e. for students who are sent home unwell) promptly to the Attendance Officer for input
- Input attendance data from paper registers
- Produce basic attendance data when required for middle/senior managers
- Inform the Attendance Officer of any student out of lessons for illness and seek advice on whether the student should be sent home

Subject Teachers and Learning Support Assistants have a responsibility to:

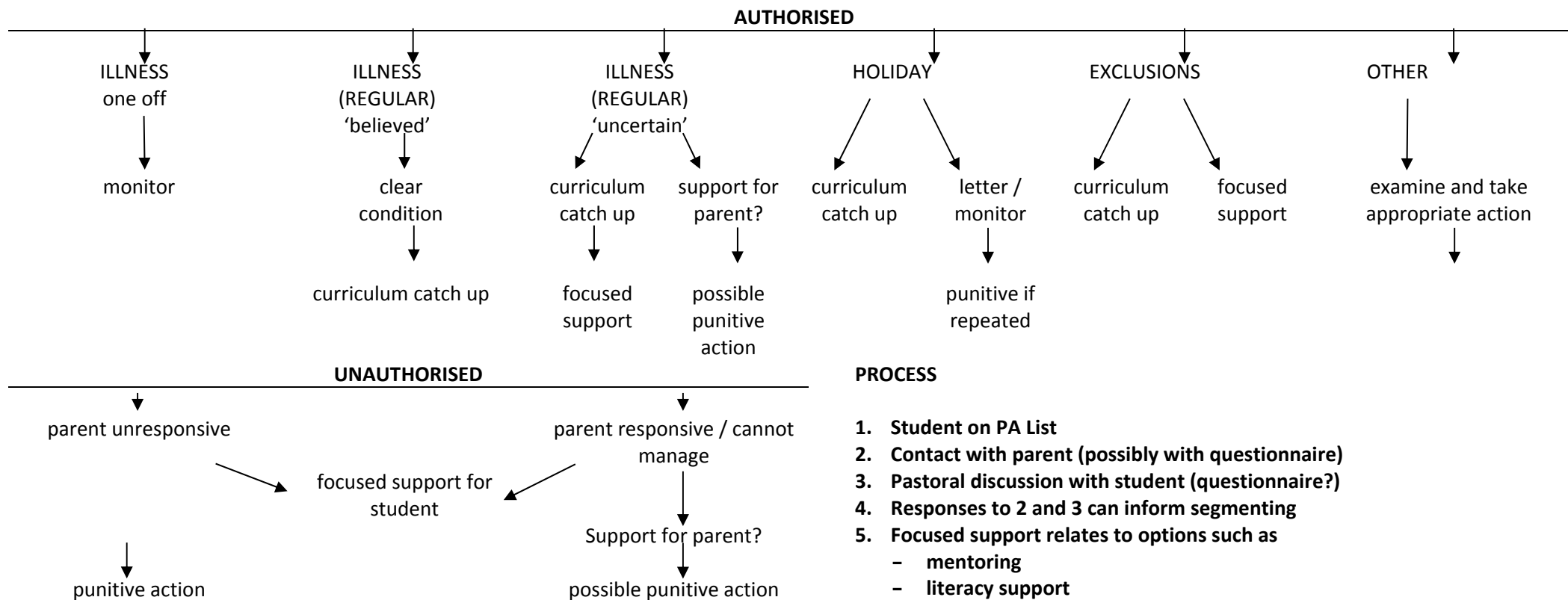
- Openly promote the school's belief that a high level of attendance is key to a student achieving their full potential
- Provide a teaching and learning environment that is supportive of student well being, welcoming and caring and in which support if required, can be effectively sought and sensitively provided
- Encourage all students to attend well and welcome students back into school who have been absent
- Ensure that all students who attend well are recognised within the classroom/Teaching and Learning Area
- Provide a teaching and learning environment that is supportive of student well being, welcoming and caring and in which support if required, can be effectively sought and sensitively provided
- Provide high quality lessons that are well planned, interesting and stimulating to encourage attendance and optimise motivation
- Make the work accessible to all students within the lesson and meeting the needs of all students including those with SEN and those who are Able and Talented
- Know how many students should be in each class and follow up unexplained absence of patterns of non attendance
- Make each student in the lesson feel valued so that they enjoy learning and want to attend
- Complete the SIMS register within the first 10 minutes of the lesson, unless there are unusual circumstances
- Complete incomplete registers or those that remain not done at the earliest possible time and before the end of the school week
- Follow up missing students to check if they are in school and report to the Attendance Officer
- Check/monitor teachers own subject registers against those of the tutor of missing students
- Ensure all students late to a lesson have an appropriate explanation/note for being late and that sanction is applied where appropriate
- Make sure students make up the time for lateness and follow up if lateness is a repeated pattern
- Inform the Assistant Director of the subject area if you suspect truancy from your own or other lessons
- Make a referral to the Director of Teaching and Learning when you are concerned about a student's sudden drop/change in attendance or low level of attendance

- Congratulate and recognise excellent attendance by individuals and classes
- Make sure all incidences of bullying are dealt with either by the teacher or an appropriate person
- Ensure that work is passed on swiftly to Student Manager when there is a prolonged absence
- Welcome back any students who have returned from a long absence or who are being reintegrated, integrated as a casual admission (i.e. mid year)
- Set the scene for students returning for absence with appropriate work or place them with a friend who will help them settle into learning

Monitoring students with Attendance under 93%

Part of the monitoring process, Assistant Directors should segment students in order to allocate the right support or intervention.
An example of how to segment is described below:

PERSISTENT ABSENCE PROGRAMME: AN APPROACH TO SEGMENTING



PROCESS

1. Student on PA List
2. Contact with parent (possibly with questionnaire)
3. Pastoral discussion with student (questionnaire?)
4. Responses to 2 and 3 can inform segmenting
5. Focused support relates to options such as
 - mentoring
 - literacy support
 - buddies
 - timetable adjustments etc...questionnaire response may trigger these

Form Tutors have a responsibility to:

- Openly promote the school's belief that excellent levels of attendance and punctuality are the key to a student achieving their full potential
- Encourage all students to attend well and welcome back students who have been absent
- Ensure that all students who achieve at least 96% are recognised regularly in tutor time and those students who achieve 96 - 100% attendance are recognised in achievement assemblies
- Ensure that good attendance by the whole class is recognised by displaying the school Attendance Certificate in the form room
- Complete the SIMS registers
- Require students to bring in notes explaining any absence immediately on their return and to follow up quickly when this does not happen
- Require students to record their day to day attendance and their half termly targets for attendance in their planners
- Ensure that the computer generated attendance letters are being returned with explanations for absence or identifying concerns and refer to the Attendance Officer
- Make a complete commitment to ensure that all absences are explained
- Provide a teaching and learning environment that is supportive of student wellbeing, welcoming and caring and in which support if required, can be effectively sought and sensitively provided
- Make a referral to the person in charge of attendance for the Year group, when the tutor is concerned about a student's attendance or level of attendance through the weekly tutor attendance percentage displayed in your tutor base and set targets for improvement
- Use the appropriate tutor time to set individual and achievable targets for the future
- Monitor tutor groups individual percentage attendance and set targets for improvement which are recorded in the school planner
- Make sure that all reported incidents of bullying or incidents that might affect attendance are dealt with either by the tutor or by referring to an appropriate person
- Ensure that work is passed on swiftly to Student Manager when there is a prolonged absence
- Welcome back any student who has returned from a long absence and support reintegration
- Monitor on a daily basis the attendance of identified truants at lessons
- Support and recognise good behaviour within the tutor group
- Ensure students who are late to registration have display a late stamp or a blue slip

Responsibilities – Attendance and Pupil Support Services

St Mary's CE High School values good attendance and has bought into Hertfordshire County Council Consultation Services.

Consultation Visits

Consultation visits by the AIO will be regular and structured into the school calendar. Need will be identified using the school annual DCSF Absence data. The purpose of the consultation visit will be to:-

- Identify pupils who are experiencing attendance difficulties. This will include the regular examination of attendance registers
- Agree on focused, time-limited action which needs to be taken by the school and/or the AIO. (Before accepting a referral the AIO will expect school staff to have first undertaken some preliminary work themselves, eg action by the class teacher or year head, contact with parents, etc)
- feed back and exchange information in relation to work which has been undertaken by the AIO and/or the school
- identify areas of concern and of good practice in relation to attendance matters
- advise the school on strategies for improving attendance

Casework

- AIOs may undertake pre-referral work prior to a case being accepted. This may include the following:
- telephoning or writing to the parents about their child's absences or lateness
- attending a meeting with parents arranged by the school to emphasise the need for good attendance and the possibility that, if there is no improvement, the AIO will become formally involved.

Once a referral has been agreed, the AIO will undertake casework with pupils and their parents. This can include:

- arranging meetings between the school, parents and pupils
- making home visits to assess the situation and determine what action needs to be taken
- offering specific support to parents and individual pupils, either at school or elsewhere
- facilitating case conferences and other meetings
- enabling the pupil and parents to access appropriate support from other services and agencies through the use of Integrated Practice/Common Assessment process

The AIO may also arrange for the pupil to receive specialist support such as counselling or group work.

Attendance Improvement Officers will usually work with children whose absences have not been authorised. However, AIOs may work with children whose absences have been authorised (see appendix 1)

In-service training for school staff

Attendance Improvement Officers will offer, or assist with, INSET sessions on a range of subjects related to the attendance or welfare of pupils, including:-

- the promotion of regular school attendance
- approaches to dealing with bullying
- working effectively with the AIO

Communication with Students re Attendance and Punctuality Matters

- Expectations with regards attendance and punctuality are made clear in the school prospectus, school website and the information provided at Secondary Transition evening and in documentation that is provided when a child starts at St Mary's.
- In addition regular reminders are given in newsletters and letters home about attendance and punctuality
- Every student has a planner/organiser in which they can record their attendance and punctuality.
- Attendance and Punctuality are regularly mentioned in assemblies, messages after Acts of Worship and in tutor time
- Tutor groups are provided with attendance information on a regular basis – at least once each fortnight and prizes are awarded in KS3. Tutor groups with the highest attendance in each term can claim a prize
- The highest levels of Attendance and Punctuality (96 – 100%) are rewarded each term with certificates and rewards in achievement assemblies
- Half termly letters home to inform parents of attendance (whether cause of concern or congratulations)

The Use of Legal Action

If a parent fails to register a child of compulsory school age at a school (and he/she does not intend to educate the child otherwise than at school). The LA will serve a School Attendance Order under Sections 437 - 439 of the Education Act 1996.

If a pupil who is registered at a school, fails to attend that school regularly without a legitimate reason and attempts by the Attendance Improvement Officer and the school fail to secure that pupil's return to regular attendance, the County Council will take legal action. A complaint may be laid against the parents in the Magistrates' Court under Section 444 of the Education Act 1996, or an Education Supervision Order relating to the pupil under Section 36 of the Children Act 1989 will be applied for. Any exceptional mitigating circumstances relating to the pupil's absence will be taken into account, when considering legal action. ('Exceptional mitigating circumstances' will be determined by the Head of Attendance and Pupil Support). If 'exceptional mitigating circumstances' are not deemed to exist then cases which remain open for more than 24 weeks will be referred for legal action. Legal action will, however, be taken earlier when appropriate.

If, after legal action has been taken, the child still fails to attend school regularly the AIO will keep the case open and will, if appropriate, take further legal action at a subsequent date.

In cases where parents wilfully withhold a pupil from school, or persistently refuse to co-operate with efforts aimed at affecting a return to satisfactory school attendance, the Attendance and Pupil Support Team will promptly begin legal proceedings on the grounds that no other course of action is available.

The Head of Attendance and Pupil Support will give approval before legal proceedings are commenced.

The Attendance and Pupil Support Team will consider applying for an Education Supervision Order when a parent finds it difficult to exercise an effective influence over a child who has developed a pattern of poor attendance. Education Supervision Orders will not usually be applied for in relation to pupils in Years 10 or 11.

- Before an application is made for an Education Supervision Order:
- other possible means of dealing with the pupil's poor attendance will be explored
- the attitudes of the parent and pupil towards the poor attendance, and their wishes as to how it should be dealt with, will be noted
- the AIO will be of the view that the Order will have a significant effect on the pupil's attendance at school

Penalty Notices for Parents of Truants:

Subsection (1) of section 23 of the Anti-Social Behaviour Act 2003 adds two new sections (444A and 444B) to section 444 of the Education Act 1996. These new sections introduce penalty notices as an alternative to prosecution and enable parents to discharge potential liability for conviction for that offence by paying a penalty.

A penalty notice is a suitable intervention in circumstances of parentally condoned truancy, where the parent is judged capable of securing their child's regular attendance but is not willing to take responsibility for doing so. For example it could be used where a parent has failed to engage in any supportive measures. It will be particularly useful as a sanction at an early stage before attendance problems become entrenched and where the Local Authority considers that a prosecution would not be appropriate as a first action.

Further information on penalty notices is available from the Attendance & Pupil Support Service.

Attendance Registers

Attendance registers are legal documents that may be required as evidence in court cases.

Registers must be taken at the beginning of each morning and once during the afternoon session. If the register is called at the end of the afternoon session schools should ensure that adequate arrangements are in place to ensure that pupils do not leave school between registrations. They should ensure that pupils can be accounted for in an emergency and that a pupil removed from the school at lunchtime will not go unnoticed.

Registers must record whether each pupil is present, absent or engaged in an approved educational activity. In the case of a pupil of compulsory school age who is absent the register must also indicate whether the absence has been authorised by the school.

Registers should open and close at regular, set times. They should be taken in the first 10 minutes of a lesson and not kept open for longer than 30 minutes.

When the reason for a pupil's absence cannot be established at the beginning of a session, the absence should be recorded as unauthorised and any subsequent correction to the register made by the Attendance Officer as soon as practicable after the reason for the absence has been established.

Schools are required to notify their AIO of any pupil of compulsory school age who fails to attend school regularly, or who has been absent for a continuous period of more than 10 school days, without a legitimate reason. In Hertfordshire this is achieved through the regular consultation visits of the AIO. Primary schools who do not have regular consultation visits should notify their attached AIO.

A pupil's name may not be deleted from the attendance register unless it has also been deleted from the admissions register.

A pupil of compulsory school age shall have his/her name deleted from the admissions register when:

- The pupil is registered at the school in accordance with the requirements of a School Attendance Order and another school is substituted by the LA for that named in the Order or the Order is revoked
- The pupil has been registered at another school. (Schools can register Traveller children even if they are on the roll of another school. The school the child normally attends is the base school; the other registration is temporary)
- The school has received written notification from the parent that they are educating the pupil themselves. (Elective Home Education)
- The pupil has ceased to attend the school and no longer lives within a reasonable distance of the school
- In the case of a pupil granted leave of absence exceeding 10 days for the purpose of a holiday, the pupil has failed to attend the school within the 10 school days immediately following the last day of absence which was granted and the school is not satisfied that the pupil is unable to attend the school by reason of sickness or any unavoidable cause
- The pupil is certified by the School Medical Officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age
- The pupil has been continuously absent from school for a period of not less than 20 school days and both the school and the AIO have failed, after reasonable enquiry, to locate him/her. In such cases the school should ensure that form EWN1 is sent to the Attendance and Pupil Support Team in the local area office in order that efforts can be made to trace the pupil. This may involve contacting other relevant agencies and Authorities that may be able to provide further information (see 7.12).
- The pupil has died
- The pupil will cease to be of compulsory school age before the school next meets and intends to cease to attend. (All registered pupils are required to remain at school until the leaving date - last Friday in June. "At school" includes for these purposes approved educational activities undertaken off site, including work experience).
- The pupil has been permanently excluded and the exclusion has been upheld
- The pupil has been admitted to the school to receive nursery education and has not on completing such education transferred to a reception class at the school
- The pupil attends a special school and the LA gives consent for his/her name to be removed

If a school is told that a pupil is leaving to attend another school, staff at the school of departure should establish the pupil's new address, the name and address of the new school and the date the pupil will start there. Confirmation should then be sought from the

receiving school. When this information has been obtained, the school should complete form EWN1 and return it to the local Attendance and Pupil Support Team office. Whenever a pupil leaves a school a Common Transfer File (CTF) must be completed. If a school is concerned about any aspect of a transfer or if a pupil has “disappeared” the matter should be drawn without delay to the attention of the Children Missing Education Officer. E mail csf.cme@hertsgov.uk

When a pupil’s name is removed from the admissions register the school should notify the Children, Schools & Families Pupil Support Team.

If the allocated AIO is concerned that a school’s registers have not been kept in accordance with the requirements of the relevant regulations he/she will:

- Notify the Head Teacher of the concern and suggest that the matter is addressed
- If no appropriate action is taken by the school, and the AIO remains concerned, the Attendance and Pupil Support Team Manager will address the concern with the Headteacher
- If the matter still remains unresolved, the Team Manager will write to the Headteacher formally noting the concern. A copy of this letter will be sent to the Head of Attendance and Pupil Support

When a pupil is jointly registered at an Education Support Centre and at a mainstream school the name of that pupil should not be removed from the register of either the school or the Centre without the consent of Head Teacher.

Registers should be made available for inspection by Attendance Improvement Officers when requested.

When computerised registration systems are used a print-out of the register should be made not less than once a month. A print-out of the register relating to a particular school year should be bound in a single volume and retained for a period of not less than 3 years.

Punctuality

Schools should take steps to actively encourage excellent levels of punctuality. Lateness should be monitored and followed up.

School policies and brochures should clearly state the time at which each school session begins and finishes, including the time at which registers open and close. In recognition of local circumstances (for example, a young carer) registers may be kept open for a reasonable period (DCSF guidance state no longer than 30 minutes).

When a pupil arrives late and the register is still open he/she should be marked as ‘late’ but counted as present for that session.

When a pupil arrives after the register has closed and provides a satisfactory explanation, he/she should be marked as 'authorised absent' for that session.

When a pupil arrives after the register has closed and fails to provide a satisfactory explanation, he/she should be marked as 'unauthorised absent' for that session.

When a pupil arrives late having missed registration, his/her presence on site should be noted in a book in the school office for purposes of emergency evacuation, etc.

An area that we need to develop

Authorising Absence and Approved Educational Activity

Only the school can authorise an absence. The fact that a parent has provided a note or other explanation (telephone call or personal contact) in relation to a particular absence does not, of itself, oblige the school to accept it if the school does not accept the explanation offered as a valid reason for absence. If, after further investigation doubt remains about the explanation offered - or when no explanation is forthcoming at all - the absence should be treated as unauthorised.

Schools should communicate to parents their policies with regard to the notification and categorisation of absence. Some parents, such as those whose first language is not English or who do not read or write may experience difficulty in providing notes. In such cases schools should seek to make alternative arrangements.

Schools are encouraged to keep all absence notes for at least a term and when a pupil's absence is a cause for concern to retain the notes until there is no longer a concern.

Absence should be authorised if:

- the pupil is absent with leave (defined as 'leave granted by any person authorised to do so by the governing body or proprietor of the school')
- the pupil is ill or prevented from attending by any unavoidable cause
- the absence occurs on a day exclusively set aside for religious observance by the religious body to which the pupil's parent belongs
- the school at which the child is a registered pupil is not within walking distance of the child's home; and no suitable arrangements have been made by the LA for any of the following:
 - i) The child's transport to and from school
 - ii) Enabling the child to become a registered pupil at a school nearer to his/her home
- the pupil is the child of Traveller parents who temporarily leave the area giving reasonable indication of their intention to return

- there is a family bereavement
- a Year 11 pupil is granted study leave (this should not normally exceed 10 school days)
- leave of absence is granted by the school for a family holiday of no more than 10 school days (or in 'exceptional circumstances' for more than 10 school days).

Parents should be reminded that they cannot expect, as of right, that the school will agree to a family holiday during term time

Absence should be unauthorised if no explanation is forthcoming from the parents or if the school is dissatisfied with the explanation.

Pupils who are engaged in off-site educational activities should be recorded as approved educational activity. For statistical purposes such pupils are counted as present even though they are physically absent. A pupil should be recorded as approved educational activity if he/she is on:

- an approved work experience placement
- a field trip or educational visit
- an approved sporting activity
- a link course
- the pupil is attending an interview with a prospective employer
- or for a place at university, college, or a place at another school
- receiving special tuition at another school (or at an ESC)

(Note: If a pupil is attending an ESC under dual registration procedures the base school should always confirm that he/she is actually attending the ESC before marking him/her as 'approved educational activity'. Also it should only mark the pupil as 'approved educational activity' on those days when he/she is due to attend the ESC; on days when he/she is not due to attend the ESC he/she (unless attending the base school) should be marked as 'authorised absent').

The key features of approved educational activity are that they are:

- i) educational and directly linked to the school's programme
- ii) approved by the school
- iii) supervised by the school or someone authorised by the school

(Study leave is not an approved educational activity.)

Schools should ensure that in the event of a fire drill or other emergency evacuation they are able to carry out an immediate headcount as to the number of pupils physically present on-site.

Family Holidays and Extended Trips Overseas During Term Time*

Schools should:

- regularly communicate to parents their policies regarding term-time holidays

- actively discourage parents from arranging term-time holidays
- remind parents that they cannot expect leave of absence for the purpose of a holiday to be
- granted as of right (schools do have a discretionary power to grant up to 10 school days in any school year)
- grant more than 10 days only in 'exceptional circumstances'

Guidance on family holidays and extended trips overseas during term-time is available from the Attendance & Pupil Support Service.

HERTFORDSHIRE COUNTY COUNCIL

Policy for Attendance Improvement Officers working with children whose absence has been authorised

- if the AIO becomes concerned (through checking the attendance register) that a pupil has accumulated significant amounts of authorised absence this will be discussed with the relevant member of school staff
- if it is agreed that there is a concern about the pupil's attendance the school should share this concern with the parents
- if concerns about the pupil's attendance remain, the AIO will consider accepting the referral in accordance with the Attendance and Pupil Support Service referral procedures
- if the AIO, after making contact with the parents, is of the opinion that the absence is in fact unjustified he/she will advise the school to discontinue authorising the absence
- AIO will give priority to those cases when the absence has been unauthorised

(Note: if a pupil's absence has been authorised by the school the LA cannot cite that absence as evidence of non attendance under Section 444 of the Education Act 1996.)

ATTENDANCE CODES, DESCRIPTIONS AND MEANINGS

CODE	DESCRIPTION	MEANING
/	Present (AM)	Present
\	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence
D	Dual registration (i.e. present at another school or PRU)	Approved Education Activity
E	Excluded (no alternative provision made)	Authorised absence
F	Extended family holiday (agreed)	Authorised absence
G	Family holiday (NOT agreed <u>or</u> days in excess of agreement)	Unauthorised absence
H	Family holiday (agreed)	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J	Interview	Approved Education Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Other unauthorised absence (not covered by other codes or descriptions)	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
R	Day set aside exclusively for religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
U	Late and arrived after the registers closed	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience (not work based training)	Approved Education Activity
X	Untimetabled sessions for non-compulsory school age pupils	Not counted in possible attendances
Y	Partial and forced closure	Not counted in possible attendances
Z	Pupil not yet on roll	Not counted in possible attendances
#	School closed to all pupils	Not counted in possible attendances