



**KING EDWARD VI
FOUNDATION
BIRMINGHAM**
Educational excellence for our City



**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

Attendance Policy

Responsible Board/Committee	Academy Trust and Foundation Board
Policy Type	Hybrid Policy
Policy Owner	Education
Statutory	Yes
Publish Online	Yes
Last Review Date	June 2024
Review Cycle	Annual This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
Next Review Date	June 2025
Version	1

School	King Edward VI Camp Hill School for Girls
School Policy Owner	Lyndsey Maginnis
SGB Approval Date	October 2024

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1. Introduction

This policy is statutory (from 19 August 2024; Working together to improve school attendance), and is to enable Foundation Schools and the Academy Trust to promote high levels of school attendance.

This policy should be read alongside National, Local and School policies and documentation on:

- [Children missing education](#)
- Supporting children with medical conditions in school (policy available via School reception; details found [here](#))
- [Education for children with health needs who cannot attend school](#)
- [Suspensions and exclusions](#)
- [Alternative provision](#)
- [Keeping Children Safe in Education \(KCSiE\) 2024](#)
- [Working Together to Safeguard Children](#)
- [Birmingham Elective Home Education \(EHE\) guidance](#)

For the purpose of this policy, a parent means:

- all natural parents, whether they are married or not;
- any person who has parental responsibility for a child or young person; and,
- any person who cares for a child or young person (i.e., lives with and looks after the child).

Whilst every pupil has a right to a full-time education and high attendance expectations should be set for all students, the school considers the specific needs of certain students and pupil cohorts. The policy should be fairly and consistently applied but in doing we always consider the individual needs of students and their families who have specific barriers to attendance. In development and implementation of the policy, we recognise our obligations under the Equality Act 2010 and considerations under the UN Convention on the Rights of the Child. We seek to work in partnership with students, parents to remove barriers to attendance.

The Equality Act 2010 states that it is unlawful to discriminate against people because of the protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

In the implementation of this policy, the school is mindful of conscious and unconscious bias. This means in dealing with attendance the school will:

- Take time to consider decisions; listening to and considering issues that are raised.
- Justify and record decisions, including the reasoning.
- Ensure all students, parents and interested parties know what is expected of them.
- Ensure clear guidance on reporting prejudice-related concerns.
- Promote positive behaviours.
- Encourage engagement from a wide range of students, parents and interested parties.

School will also comply with the Birmingham City Council and Keeping Children Safe in Education guidance on Elective Home Education (EHE) and involve services such as Birmingham Special Educational Needs Assessment and Review Service ([SENAR](#)); [Birmingham Children's Trust](#); [Birmingham Education Safeguarding Team](#) and Birmingham Education Legal Intervention Team as we know that elective home education can mean that some children are not in receipt of suitable education.

2. School statement of intent

At King Edward VI Camp Hill School for Girls (KECHG) we recognise that attendance at school is essential for students to get the most out of their school experience, including their attainment, wellbeing, and life chances. For the most vulnerable students, regular attendance is also an important protective factor and the best opportunity for safeguarding and educational needs to be identified and support provided.

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational needs they may have. Parents have a legal duty to ensure their child attends school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance.

We are committed to providing the highest quality of education and safeguarding and look to parents to support these objectives. KECHEG has high expectations for every student's attendance and offers support to those who find attendance challenging. Securing good attendance must be a concerted effort across all teaching and non-teaching staff.

We appreciate the barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual students and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all students want to be and are keen and ready to learn.

KECHG is committed to working in partnership with students and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

3. Working together to improve attendance

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively in partnership with, not against families. All partners should work together to:

Expect: Aspire to high standards of attendance from all students and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

Monitor: Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

Listen and understand: When a pattern is spotted, discuss with students and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

Facilitate support: Remove barriers in school and help students and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

Formalise support: Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this

may include formalising support through an attendance contract or education supervision order.

Enforce: Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

4. Statutory information

Senior Attendance Champion Name	Lyndsey Maginnis
Senior Attendance Champion Position	Head of School
Senior Attendance Champion Contact Details	l.maginnis@kechg.org.uk
School start time (AM register opens)	0850
Morning (AM) register close time*	0915 (register will be taken in the first 10 minutes; once the register is taken students will be marked Late "L")
Afternoon (PM) register open time	1335
Afternoon (PM) register close time*	1400 (register will be taken in the first 10 minutes; once the register is taken students will be marked Late "L")
Contact details for on-the-day explanation of unexpected absence**	Studybugs (found here)
Contact details for routine absence information (e.g. Form Tutor)	head@kechg.org.uk (further details can be found here)
Contact details for requesting leave of absence	head@kechg.org.uk with at least 3 days' notice (further details can be found here)
Contact details for further and on-going support on attendance issues (e.g. Head of Year/ Attendance Officer/ Family Liaison Officer)	head@kechg.org.uk or safeguarding@kechg.org.uk
Electronic Management Information System used for admission and attendance registers	EduLink (SIMS)

*registers must be open for the same length in each session, but for not longer than 30 minutes

**when a pupil is unexpectedly ill, the school does not routinely require medical evidence; when the school has genuine and reasonable doubt about the authenticity of an illness, we may request additional supporting evidence.

5. The role of the School Attendance Champion

The School Attendance Champion is a designated senior leader with overall responsibility for championing and improving attendance in school and liaising with students, parents and external agencies as appropriate. They are responsible for:

- Setting a clear vision for attendance;
- Establish and maintain effective systems for tackling absence;

- Maintaining a strong grasp of absence data to focus the collective efforts of the school;
- Regularly monitoring and evaluating progress on attendance, including the efficacy of the school's strategies and processes;
- Ensuring all teaching and non-teaching staff know the importance of good attendance;
- Appropriately resourcing for attendance support.

6. School admission register

The admission register (school roll) contains personal details of every pupil (both of compulsory and non-compulsory school age) in the school along with their starting date, information regarding parents, and details of the school last attended.

Parents are encouraged to notify school of changes to information whenever they occur, so the school can update the admission register.

A pupil's name can only be lawfully deleted from the admission register in line with regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024. The school will notify the Local Authority when a pupil is deleted from the admission register, except when it is at the end of the last term of the school year when they are in the school's most senior class. The school will inform the Local Authority of the pupil's admission register details as well as the name of the new school and the reason set out in regulation under which the pupil's name has been deleted.

The school admissions register records:

- Full name;
- Name the pupil uses in school;
- Sex;
- Address;
- Full name and address of each of the pupil's parents;
- Which of the pupil's parents, if any, the pupil normally lives with;
- At least one emergency contact telephone number (two are recommended);
- Day, month, year of birth
- Day, month year of pupil's starting day at the school;
- Name and address of the last school attended by the pupil, if any.

Where a parent informs the school that the pupil will live at another address, whether in addition to or instead of the given address, the admission register will be updated to include:

- The address;
- The full name of each parent the pupil will normally live with;
- The date the pupil will start normally living there.

If a pupil is moved to another school, the admission register will be updated to include:

- The name of the other school;
- The date when the pupil began or will begin attending the school.

7. School routine procedure for managing attendance and lateness

A register of all students is taken at the start of each morning session and once during the afternoon session of each school day. This is a record of the pupil's physical presence in school, or the reason they are not in school. The national attendance and absence codes from

regulation 10 of the School Attendance (Pupil Registration) (England) Regulations 2024, are used.

The register is a legal record of attendance, and the school preserves every entry for 6 years from the date the data was entered. Amendments to the register must only be made when a reason for the absence is subsequently established. When amendments are made, the original entry, the amended entry, the reason for the amendment, the date on which the amendment was made and the person making the amendment must all be recorded.

Attendance data is shared automatically with the Department for Education. Check and outline process for this – who does this – Foundation or School [Share your daily school attendance data - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/share-your-daily-school-attendance-data)

Details of school procedures at KECHG for:

- Managing lateness:
 - o Main School: Students' punctuality is monitored weekly via the Form Tutor and if a student receives 3 lates within one half term they are placed onto Form Tutor Report. If punctuality does not improve they are placed onto Head of Year report, escalation of this is onto a Senior Leader report. All details of punctuality are shared with students and parents/carers and can be found on our website;
 - o Sixth Form: Following two late marks in a half-term, students will be issued with a notification. Upon the third late they will be placed in an after-school detention with a member of the Senior Leadership Team. If lateness remains an issue parents/carers will be asked to meet to discuss punctuality with the Head of Sixth Form / Head of Year;
- Studybugs will notify parents/carers each day if their child has not arrived in school to determine the reason for this. Absence from school is monitored by Heads of Year and followed up by Pastoral Support Officers and/Heads of Year;
- Parents/carers are contacted via Studybugs and/phone calls on the first day of unexpected absence at 9.30am. This is for safeguarding purposes and to ensure that parents/carers are aware of the location of their child. On the very rare occasion KECHG has concerns for whereabouts of a child, pastoral or safeguarding staff may also contact parents/carers;
- Attendance Leads update registers to ensure correct coding usually within the same session. Unexplained absences must be updated no later than 5 working days after the session;
- Using Edulink, parents/carers are able to see, in an understandable way, their child's attendance and absence levels of their child by day, academic year and by individual subject;
- Senior Leaders and/Heads of Year hold regular meetings with the parents/carers of students considered vulnerable or persistently or severely absent;
- There is timely identification of students in need of further support through fortnightly meetings in Line Management between Heads of Year and Senior Leaders as well as daily reports sent from Edulink to all pastoral leaders for patterns in attendance;
- KECHG supports students back into school following a lengthy or unavoidable absence through an initial reintegration meeting between the Head of Year and family;
- Any students who are dual registered or attending alternative provision have daily attendance shared with the school;
- All students in school are on a register for all periods of the day for lesson by lesson attendance monitoring; no student has a period of the school day that is not monitored through Studybugs/Edulink/SIMS.

8. Leave of absence

The school may, at the Headteacher's discretion, grant a period of leave of absence. The circumstances for granting a leave of absence are given in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024.

- Taking part in a regulated performance or employment abroad; this should be in line with a licence obtained from a Justice of the Peace or a body of persons of approval (BOPA);
- Attending an interview: for entry to another educational institution or employment
- Study leave for public exams: as agreed in advance with a parent the pupil normally lives with;
- A temporary, time-limited part-time timetable: for exceptional reasons and having agreed the times and dates the pupil will be expected to attend school;
- Other exceptional circumstances: the school will consider an application, made in advance, for a leave of absence made by a parent the pupil normally lives with. Generally, term-time holidays or other absence for leisure or recreation are not considered an exceptional circumstance. Students are not permitted to take a leave of absence to take part in protest activity during school hours;
- Leave of absence cannot be granted retrospectively. If a parent has not applied in advance, leave of absence cannot be granted;
- When a student returns from a leave of absence for a medical/dental appointment they must register with the receptionist at the Main reception;
- Leave of absence requests for medical/dental appointments during term time will not be responded to; if there is a query regarding these a member of the Office team will be in touch;
- Leave of absence requests for any other reasons (including sporting activity requests) may take up to 48h to respond to, in line with our communication protocol;
- All attendance can be checked on parent/carer accounts on Edulink to monitor attendance.

The school may also allow students to be absent from the school site to take part in approved educational activities off site. These must be agreed with school in advance.

9. Promotion of good attendance

Good attendance starts with close and productive relationships with parents and students. The school treats students and parents with dignity and uses a positive approach to attendance; recognising that this helps to challenge parents' misconceptions about what good attendance looks like.

At KECHG we:

- Listen to and understand students' and parents/carers' concerns about potential barriers to attendance;
- Work with partners to mitigate the impact of barriers beyond the school's control;
- Utilise the escalation of support processes for students at risk of becoming severely or persistently absent;
- Conduct home visits where there are concerns about attendance for vulnerable students as a means to support improving their attendance;
- Access Early Help when appropriate;
- Champion and model good attendance through House Points, Post cards home, Good Egg awards, shout outs in assemblies and letters home;
- Utilise the process for escalation to legal enforcement where necessary;

- Communicate the importance of good attendance to all students, parents/carers and staff;
- Where applicable, make use of pupil premium funding to improve attendance;
- Visibly demonstrate the benefits of good attendance and share the weekly attendance by year group in the Pastoral corridor and on the Today Notice Board;
- Escalate safeguarding concerns that may be flagged by poor attendance where needed, these include, but are not limited to: neglect, sexual abuse and child sexual and criminal exploitation.

10. Using data to improve attendance & punctuality

The school recognises that poor attendance is habitual, and therefore early identification, intervention and prevention are crucial. The school regularly analyses data to both identify and provide immediate support to students or pupil cohorts that need it.

Details of school procedures at KECHG:

- Edulink and Studybugs provide effective and efficient monitoring of attendance analysing weekly attendance patterns in order for pastoral leaders to deliver intervention;
- Studybugs provides regular attendance reports to Senior Leaders to facilitate early discussion of attendance and are shared with appropriate staff members;
- Studybugs identifies individual students at risk of severe or persistent absence on a daily basis informing the relevant pastoral leaders in order to put intervention in place;
- The Deputy Head (Pastoral) analyses and evaluates data half-termly, termly and yearly to identify patterns and trends among students and cohorts using data provided by Studybugs and the school Data Manager, broken down by cohorts and subgroups sharing with Governors on a termly basis;
- The Deputy Head (Pastoral) benchmarks attendance data against local, regional and national levels to identify areas of focus as well as comparing year-on-year trends;
- The Deputy Head (Pastoral), in conjunction with other Senior Leaders, monitors the impact of interventions and strategies to improve attendance;
- The Deputy Head (Pastoral), in support of other Senior Leaders, identifies student cohorts for monitoring;
- Data comparison of attendance is discussed at termly Governing Body meetings in order to ensure appropriate action is being taken, where needed, and reviewing the impact of strategies. In addition to this, the comparison with other similar schools in the Academy Trust, and collaboration through the Attendance group, to share best practice is reported to Governors to ensure that KECHG data is in line with Trust and Foundation data;
- Using Studybugs and Edulink, Heads of Year and Senior Leaders are able to monitor lesson attendance within sessions to identify patterns of absence within the school day and deal with any students who are on site but not attending lessons through pastoral and special educational needs or disability support or relational behaviour policy.

11. Reducing persistent and severe absence

Persistent absence: a pupil is absent from school for 10% or more of their possible sessions.

Severe absence: a pupil is absent from school for 50% or more of their possible sessions.

Details of the school's procedures at KECHG for:

- Identifying students at risk of becoming persistently or severely absent is through the daily reports sent from Studybugs to pastoral leaders and followed up with the Head of Year;
- Identifying the barriers to attendance faced by students identified as persistently or severely absent is through effective and regular communication with parents/carers and staff knowing the circumstances of individual students; the role of the Form Tutor is key in this and the relationships that are built to provide effective and appropriate pastoral care as made clear through our Relational Behaviour Policy;
- Supporting individual students and pupil cohorts identified as persistently or severely absent to enable them to re-engage with school is through close monitoring of attendance and weekly reviews of attendance by cohorts and subgroups to identify trends. Studybugs provides weekly reports to pastoral leaders to be able to proactively address this;
- Working with external agencies to support students identified as severely absent through Early Help and liaison with the Attendance team at Birmingham City Council;
- Recording decisions and their reasoning for decisions made around students identified as persistently or severely absent on our safeguarding system, MyConcern.
- All concerns about attendance are reported and updated on MyConcern, including home visits and/phone calls. Form Tutors are added to these concerns and are able to update daily, if required, in order to ensure record keeping is accurate and effective.

12. Role of the Foundation (Academy Trust)

The school is a member of the King Edward VI Foundation Birmingham, this enables the school to access data and best practice from across the Foundation. The Foundation also supports schools to promote excellent attendance by:

- Ensuring the school prioritises the importance of school attendance through the school's ethos and policies;
- Reviewing and comparing attendance data to discuss and challenge trends;
- Ensuring the school's leadership team fulfil the expectations and statutory duties;
- Supporting staff through training opportunities;
- Sharing good practice across the Foundation;
- Where appropriate, working with schools to develop a comprehensive attendance action plan.

13. Need for legal intervention

As absence is often a symptom of wider issues a family is facing, the school always seeks to work with local partners to understand the barriers to attendance and provide support. Where that is not successful, or not engaged with, the law protects a pupil's right to education, with a range of legal interventions to formalise attendance improvement efforts. When all other avenues have been exhausted, this may include prosecuting parents.

The school follows the Birmingham City Council (BCC) Fast-Track approach to attendance, details of which are available [here](#). The school uses the national threshold for considering when a penalty notice is appropriate, and will refer to the BCC Education Legal Intervention (ELIT) team as appropriate.

In considering the need for a penalty notice the school will consider each instance on a case-case basis. In particular the school will take into account the following considerations:

- Is further support appropriate in this case?

- Is a penalty notice the best available tool to change parental behaviour?
- Is issuing a penalty notice appropriate after considering any obligations under the Equality Act 2010, for example where a pupil has a disability?
- Is it in the public interest to issue a penalty notice in this case?
- Are there any external agencies that could further support the family?

If the national threshold has been met, and a penalty notice issued, the school will monitor the impact of the action, further reviewing the case if necessary.

14. The attendance register

The school keeps electronically an attendance register of all students on the school admission register (the school roll) in accordance with School Attendance (Pupil Registration) (England) 2024. The attendance register is taken at the beginning of the morning session and once during each afternoon session.

School morning session times	0850 - 0915
School afternoon session times	1335 - 1400

*the afternoon session usually begins after a lunch break.

To aid data collection, monitor attendance and absence, and facilitate the sharing of data the school uses national attendance and absence codes.

Code	Meaning
/ \	Pupil is physically present in school at the time of registration
L	Late (before the register closed)
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in an approved sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered (attending another school)
C1	Leave of absence for regulated performance or regulated employment abroad
M	Medical or dental appointment
J1	Attending an interview for employment or other educational institution
S	Study Leave for public examination
X	Non-compulsory school age pupil not required to attend
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
C	Leave of absence granted for exceptional circumstance
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness (not a medical or dental appointment)
E	Suspended or permanently excluded (no alternative provision made)
Q	Unable to attend due to lack of access arrangements
Y1	Unable to attend due to normal transport not being available
Y2	Unable to attend due to widespread travel disruption
Y3	Unable to attend due to school premises being closed
Y4	Unable to attend due to the whole school site being closed
Y5	Unable to attend as in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend due to other unavoidable cause affecting the pupil
G	Unauthorised holiday
N*	Reason for absence not yet established
O	Absent in unknown circumstances
U	Late after the register closed
Z	Pupil not on the admission register
#	Planned school closure

*an N code must be updated as soon as the reason is ascertained but no more than 5 school days after the absence is recorded; after 5 school days, the code is amended to O.

15. Appendix 1 (Issuing Fixed Penalty notices)

Full details of the guidance from the DfE regarding the National Framework for penalty notices can be found in the Working Together to Improve School Attendance (August 2024) found [here](#) (paragraphs 176 – 185).

From August 19th 2024, any leave of absence during term time for anything other than exceptional circumstances is not able to be authorised by the school. Under this updated guidance **a holiday is not deemed exceptional circumstances** (paragraph 18).

In line with Birmingham City Council's fixed penalty code of conduct **if a student is absent for 5 or more school days (10 sessions) within 10 school weeks the school may be obliged to inform the Local Authority, who may issue a fixed penalty notice.**

At KECHG we work in partnership with parents/carers to enable all children to access their education and understand that, at times, medical appointments in term time cannot be avoided. Medical evidence may be requested by the school (this may be in the form of medical appointment cards, screenshots of appointments, appointment letters, letters provided by the medical team etc.).