



**Peterhouse School**

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# Peterhouse Pupil Attendance Policy

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Peter Rimmer

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**This document should be read in conjunction with:**

School Attendance, DfE Guidance (2019)

Children missing education, DfE Guidance (2016)

School attendance and absence, [www.gov.uk](http://www.gov.uk) (2017)

School attendance parental responsibility measures, DfE Guidance (2015)

The School Attendance (Pupil Registration) (England) Regulations, DfE (2024)

This policy is also based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#).

The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- The Children Act 1989
- The Crime and Disorder Act 1998.
- The Anti-Social Behaviour Act 2003
- The Sentencing Act 2020.
- The School Attendance (Pupil Registration) (England) Regulations 2024.
- The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- The Education (Penalty Notices) (England) Regulations 2007, as amended
- The Education (Information about Individual Pupils) (England) Regulations 2013.
- The Children and Young Persons Acts 1933 and 1963.
- The Equality Act 2010.

In their guidance on Working Together to Improve School Attendance, the Department for Education (2022) stated that 'The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn'. This document outlines Peterhouse's commitment to supporting and promoting good pupil attendance.

At Peterhouse School, safeguarding is taken seriously, we view pupil attendance as a safeguarding issue and have an obligation to know where our children and young people are when not in school. The vulnerable nature of our children and young people can mean they may be at higher risk of Child Sexual Exploitation, County Lines and Pupil Wellbeing, Bullying or Child on Child Abuse which is a reason for the rigorous nature of our approach

**Note re Terminology**

The term 'parent' is used throughout the document and refers to adults at home who have 'parental responsibility' or guardianship for the child.

## 1 OUTCOMES FOR PUPILS

Pupils need to attend regularly in order to benefit from the specialist provision and approaches offered at Peterhouse. Supporting good attendance ensures that pupil opportunities are maximised.

Peterhouse School view attendance as the responsibility of all and many pupils at Peterhouse have high attendance rates. Where a pupil's attendance causes concern, the school will put strategies into place to address this. We are aware that some of the young people at Peterhouse can find transitions and formal schooling difficult due to their own unique presentation of autism, or due to the impact of previous negative experiences, and we will always aim to work with young people and families to support any issues.

## 2 AIMS OF THE POLICY

At Peterhouse School, we see attendance as the responsibility of all. Peterhouse endeavours to work alongside families, carers and external agencies. The aims of this policy are to:-

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school
- Where an adjusted timetable has been agreed with parents and Local Authorities as being in the best interests of the pupil, to maximise educational opportunities and work towards increasing attendance.

## 3 ROLES AND RESPONSIBILITIES

### **The Education Services Governance Committee**

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the Headteacher to account for the implementation of this policy

## Head Teacher

- The implementation of this policy at the school
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Working with the parents of pupils to develop specific support approaches for attendance for pupils, including where school transport is regularly being missed, and where pupils face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Liaise with Local Authorities regarding the appropriateness of any sanctions or fines, in line with national guidance.
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

**Assistant Head for Pastoral and Behaviour** (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Monitoring school-level absence data and reporting it to governors
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families.
- The member of staff with a responsibility on attendance is Peter Rimmer (Peter.rimmer@aiperterhouse.org)

**Class Teachers** (and Teaching Assistants) have the most contact with pupils through the day and are usually aware of outside influences. Their intervention is imperative if we are to improve attendance.

- Give attendance/punctuality a high profile.
- Complete the online class register within agreed timeframes in the morning and afternoon
- Passing absence information from parents/carers to the Attendance Officer to ensure that this is coded correctly.

### **Attendance Officer**

- Give attendance and punctuality a high profile.
- Sending out letters of concern (1 and 2).
- Working with families and their children to raise profile of attendance.
- Make first-day contact with parents/carers of pupils who are not in school and where the reason for absence is not known between 9:30 – 11:30am.
- Registering pupils who are late.
- Liaison and report to Assistant Head of Pastoral and Behaviour.
- Meeting with the Assistant Head for Pastoral and Behaviour to discuss whole school attendance, and to follow up any concerns.
- Compiling regular attendance reports and attendance analysis to the ESGC and the senior leadership team as required
- Assist the Assistant Head for Pastoral and Behaviour in highlighting pupils to be included in the 'Attendance Initiatives'
- Completing CME (Children Missing Education) Proformas.
- Compile attendance reports to inform Annual Reviews, CP conferences, Child in Need, Core Group, strategy, planning meetings and SLMs as necessary.
- Meet Assistant Heads for Pastoral and Behaviour on a half termly basis to discuss attendance and highlight any concerns.
- Complete a register check on a 2-weekly basis.
- Meet with the Safeguarding lead where concerns arise
- Feed into Early Help and Pre-Early Help Plans.
- Submit attendance reports to Local Authorities and to the Department for Education as required.
- Advise the school as to best practices and new regulations regarding attendance and child protection.

### **Pupils**

- Attend every timetabled session on time

### **Parents**

- Under the 1996 Education Act, parents are responsible for ensuring their children attend school regularly and punctually.

- Make sure their child attends every day on time
- Parents must contact the **school office** at the earliest opportunity and inform the school if their child is going to be absent, including the reason for this absence.
- Call the **school office** each subsequent day of absence, and advise when they are expected to return
- The school day starts at 9am and ends at 3.15pm
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Seek support, where necessary, for maintaining good attendance, by contacting Peter Rimmer Assistant Head for Pastoral and Behaviour, who can be contacted via 01704506682 peter.rimmer@aipeterhouse.org

#### 4 RECORDING

Peterhouse uses 'Arbor' (secure electronic data management system) to record attendance for all pupils, using DfE national absence codes (Appendix 1). This register forms a legal document:-

The attendance register is taken at the start of the first session of each school day and at the start of the afternoon once during the second session. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

Whether the absence is authorised or not

The nature of the activity if a pupil is attending an approved educational activity

The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

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

Pupils must arrive in school at 9.00 am on each school day, pupils arriving after 9:15 will be marked as late.

The register for the first session will be taken at 9am and will be kept open until 9.30am

The register for the second session will be taken at 1.15pm and will be kept open until 1.30pm

#### **4.2 Unplanned absence**

The pupil's parent/carer must notify the **school office** of the reason for the absence on the first day of an unplanned absence by 9am or as soon as practically possible by calling the school office staff

School will mark absence due to physical or mental illness as authorised

The school may ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence.

#### **4.3 Planned absence**

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

Request for leave can be requested through the request for leave form (appendix 4)

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

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. (see section 5).

#### **4.4 Lateness and punctuality**

A pupil who arrives late:

- Registration in the morning is from 9.am until 9.15. The register will close at 9.30 am
- Registration in the afternoon is from 1.15 until 1.30. the register will close at 1.45pm
- Pupil s arriving before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

Where late arrival forms part of an agreed adjustment as a planned measure to facilitate attendance, code C2 (agreed absence in line with a part-time timetable) will be used.

The school will deal with attendance and punctuality issues following the attendance flow chart (appendix 2 and appendix 3)

#### **4.5 Following up unexplained absence**

Where any pupil we expect to attend school does not attend, or stops attending, the school will:

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may contact the social care contact for that child or contact the Police.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary.
- If absence continues, the school will consider involving the pupil's local authority Attendance Service for advice.

#### **4.6 Reporting to parents/carers**

School will report to parents' half termly to ensure they are kept informed about the attendance and punctuality of their child(ren). The attendance information will also be included in annual EHCP reviews.

### **5 PROMOTING ATTENDANCE**

**5.1** Peterhouse School believes in developing good patterns of attendance and sets high expectations for the attendance and punctuality for all pupils from the outset. It is a central part of the school's vision, values, ethos and day to day life. School recognises the strong connections between attendance, attainment, safeguarding and wellbeing.

**5.2** Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff.

**5.3** To keep a focus on attendance, the school will:

- Submit a daily attendance return to the Department of Education, in line with the legal expectations placed on all schools.
- Build strong relationships and work jointly with families.
- Promote the benefits of high attendance.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence as required by law.
- Celebrate excellent attendance in a way which best meets the needs of individual pupils and families.
- Reward good or improving attendance through individual work and certificates which celebrate success.

- Representation of success shared with the school community through the Newsletter
- Report to parents/carers regularly on their child's attendance and the impact on their progress.
- Contact parents/carers should their child's attendance falls below what is expected for the young person, if concerns are raised, if patterns are observed or to address falling or low attendance (see appendix 5)
- Carry out individualised and person centred work with young people through appropriate means such as tutorials and interventions, according to pupils' specific needs.

**5.4** Pupils within Peterhouse School are all provided with person centred learning opportunities and attendance is no exception. Whilst school prioritises and expects a high rate of attendance, pupils may have been out of formal schooling for some time prior to coming to Peterhouse School. Motivators are put into place in a person specific way. This can include recognising full attendance with certificates, rewards linked to personal targets and recognition from the SLT within the school

**5.5** The school will work with Local Authority Attendance Support Services to support attendance and agree any actions to address concerns.

**5.6** To celebrate good attendance and encourage students to attend school we carefully consider the effective use of a 'reward system' as we recognise that often non-attendance is an impact of autism presentation for an individual and therefore, we cannot have a blanket system for attendance.

We do however recognise that motivators and clear approaches to person centred practice can positively impact and so have carefully considered our attendance systems in order to ensure it is fit for purpose and a fair representation of autism practice. Recognition of attendance will include students who are attending school 100% of the time as well as identifying specific students through the half termly progress trackers that have made significant improvements in attendance as well as engagement and participation in learning.

As this will be approached with an understanding of the autistic lens and cognitive differences associated with autism, we know that rewards and motivators may look different for all of our students and could be represented in different ways depending on each person's presentation, understanding or personal preference. They may include but are not limited to:-

- Certificates presented by the Headteacher
- £5 Amazon voucher for the student
- Specific motivational item identified through tutorials
- Resources for incentives added to the class budget
- Recognition represented of improvements made in the newsletter

This information will be communicated to parents or carers through the newsletter as well as through the half termly attendance reporting to parents to ensure they are informed as the attendance statistics for their child. We value working in partnership with our families to support school attendance and recognise the impact that this can also have in the home environment and Quality of Life for all.

## 6 BARRIERS TO ATTENDANCE

- 6.1** Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents and the child. If a child is reluctant to attend school, school will work with that family to understand the root problem and provide any necessary support. School has access to outside agencies, such as the School Nurse, Mental Health and Emotional Wellbeing support, an Early Help Worker or the relevant Local Authority team(s). Where outside agencies are involved, the family may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what further actions can be taken. An individual support plan will be agreed and subsequently reviewed.
- 6.2** Some pupils within Peterhouse School may face significant barriers to attendance and are recognised as extremely vulnerable. Many students at Peterhouse School have spent significant time out of school prior to starting at Peterhouse and building positive working relationships with young people can take time. High expectations of attendance remain in place for these pupils; however, school will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. Any reasonable adjustments and additional support from external partners are discussed and agreed, where appropriate.
- 6.3** School submits attendance returns to Local Authorities as required by DfE statutory guidance and as agreed with individual Local Authorities. This includes reporting on pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness, and pupils who fail to attend school regularly or have been absent for a continuous period of ten school days where their absence has been recorded as unauthorized.

## 7 REGISTRATION

School starts at 9.00am in the morning; the afternoon session starts at 1.15pm and the register should be taken by class staff at these times.

In order to enable a smooth, planned start to the day, parents are asked to ensure that their child(ren) arrives on time for the start of the morning session. If pupils arrive after 9.15, they will be marked as late. Pupils should follow their usual transition plan into school. Parents or those transporting pupils at this time will need to sign them in at the main reception area and inform them of any reasons. The register will close at 9.30.

School recognises that many pupils may have difficulty in transition and responds to this in a person centred and flexible way. In these cases, a special arrangement can be made with the Headteacher over a fixed period of time in order to work towards full engagement over time for the child. Some pupils can display a PDA profile with regard to demands placed upon them, and as such can find engaging with school at a set time can be perceived as a demand. School acknowledges this and works with young people and families to support attendance and engagement in a person specific way.

## 8 AUTHORISED AND UNAUTHORISED ABSENCE

### **Authorised absence**

An absence is classed as authorised when a child is away from school for a legitimate reason such as illness or medical appointment and the school has received notification from a parent. Evidence from parents may be required as proof of medical appointments such as appointment cards, text messages or letter.

Only the school can authorise an absence - parents do not have this authority. Consequently, not all absences supported by parents will be classified as authorised.

If a parent needs to take their child out of school during term time for any reason, permission for this must be requested from the school on the form provided (appendix 4) beforehand.

### **Unauthorised absence**

An absence is classified as unauthorised when a child is away from school without the permission of the school.

Therefore, the absence is unauthorised if a child is away from school without good reason, even with the support of a parent. An absence for which no reason or evidence has been given it is always coded as unauthorised.

Under the National Framework for penalty notices, Local Authorities will consider fines for parents where a pupil has been absent without authorisation for 10 sessions (usually equivalent to 5 school days) within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10-school week period can span different terms, school years or education settings.

### **Term Time Leave**

The Education (Pupil Registration) Regulations 2006 have been amended and came into force w.e.f. 1st September 2013. The amendments remove references to 'holiday' and extended leave of absence as well as the statutory threshold of ten school days. The Headteacher may not grant any leave of absence during term-time unless there are exceptional circumstances. The law does not give any entitlement to parents to take their child on 'holiday' during term time. The Headteacher has the discretion to authorise leave of absence only in exceptional circumstances.

Parents/carers who need to take their child/ren out of school during term-time must complete the relevant form (see appendix 4; the form is also available on the school website or from the school office) and submit it to the school at least four weeks in advance.

At Peterhouse School, 'exceptional circumstances' will be interpreted as: being of unique and significant emotional, educational or spiritual value to the child which outweighs the loss of teaching time (as determined by the Headteacher). The fundamental principles for defining 'exceptional' are events that are "rare, significant, unavoidable and short." 'Unavoidable' means an event that could not reasonably be scheduled at another time, outside of school term time, regardless of who has planned or paid for the holiday or absence (including grandparents or other family or friends).

Any time taken out of school during term time on 'holiday' will be registered as unauthorised and may be referred onto the local authority if attendance falls below the expected standard

## **9 TRANSITIONS & FLEXIBLE EDUCATION**

Some pupils may benefit from an extended slow transition into school rather than attending full-time as soon as they start. Pupils supported via a Flexible Education arrangement may be offered part-time sessions if this is considered to be more appropriate to the needs of the pupil. Arrangements for slow transitions or part-time attendance will be agreed upon between the school, parents and Local Authority and reviewed at least termly. Any sessions that do not form part of the

pupil's agreed timetable will be recorded as *Code C2: Leave of absence for a compulsory school age pupil subject to a part-time timetable* or as *Code X: Non-compulsory school age pupil not required to attend school*, depending on the age of the pupil / student.

Transition can be a challenge for some of our students at both the start and the end of the day. With this in mind, we may make specific arrangements with individuals to ensure they have a successful transition into school (after 9.15) and from school (in between 3.00 and 3.15). These arrangements are monitored with a view to ensuring our students can engage as fully as possible with the school day in an individual and person-centred way. We will look at extending these times as soon as appropriate, depending on the students needs and any changes to the normal start or finish times will need to be confirmed by the Head Teacher

## 10 ATTENDANCE MONITORING

Attendance figures for each pupil are be monitored half-termly via the school's Progress Tracker, which is available to class teachers and those working with young people across school to support conversations with families. Comparisons are generated against national data for similar schools.

The Assistant Head for Pastoral and Behaviour and Assistant Head for Welfare will liaise with parents and with the pupil to determine the best way to address any issues which may be raised. Support to improve attendance may include:

- Contact with parents
- Drawing up an attendance support plan with the pupil and parents, to agree on targets and incentives
- Involvement of other professionals e.g. CAMHS
- Early Help Programme
- Team Around the Family meeting

The Headteacher will also liaise with the relevant Local Authority to share any concerns about a pupil's attendance, in line with DfE guidance.

If a pupil's attendance continues to be persistently low, a meeting will be called with parents and Local Authority representatives to determine the pupil's needs.

A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

### **Notifying the Local Authority**

School notifies the pupil's Local Authority Education Department and seeks advice from the Attendance Service / CME Service of any pupil who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 10 days or more. (Pupil Registration) (England) Regulations 2006 regulation 12. Staff will follow the school's safeguarding policy.

School will undertake reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.

See appendix 2 for an overview of the school's attendance monitoring procedure.

### **Absence due to Transport Related Reasons**

Many pupils at Peterhouse travel to school on transport organised by the relevant LA in liaison with parents. Absences with regard to transport related reasons will be followed up in consultation with the transport and the Local Education Authority, as well as relevant social workers or Child Welfare Officers as appropriate. See appendix 6 for procedure around transport related absence

## 12 ANALYSING ATTENDANCE

The school will:

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

### 12.1 Using data to improve attendance

- Record and share attendance data via Progress Trackers, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

### 12.2 Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents/carers of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance where appropriate

## 13 WELFARE CHECKS

As stated by Keeping Children Safe in Education, Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

Peterhouse responds to this through conducting Welfare checks with students who are absent for 10 continuous days or where contact with parents/carers has not been deemed adequate or the reasons behind absences are questionable or insufficient. This is to see the young person and ensure they are safe and well, to maintain contact with the home and work towards a transition plan back into school.

It is important that the response to persistently absent pupils and children missing education supports identifying abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children’s social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

#### 14 MONITORING ARRANGEMENTS

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

#### 15 CONTACT DETAILS

Contact details for families who may need information around attendance, support or guidance.

Name/Role	Contact	Reason
School Office	01704506682	Daily reporting of absence
Lorna Norcross Attendance Officer	Lorna.Norcross@aipeterhouse.org	Attendance statistical information
Peter Rimmer Assistant Headteacher 'Attendance Champion'	<a href="mailto:Peter.rimmer@aipeterhouse.org">Peter.rimmer@aipeterhouse.org</a>	Further support required around supporting attendance or punctuality

## Appendix 1: Absence Codes

<i>Attendance</i>	<i>Code</i>
The session is a morning session, and the pupil is present at the school when the attendance register begins to be taken.	/
The session is an afternoon session, and the pupil is present at the school when the attendance register begins to be taken.	\
The pupil is absent from the school when the attendance register begins to be taken but attends before the taking of the register has ended.	L

<i>Attendance</i>	<i>Code</i>
The pupil is attending a place, other than the school or another school at which they are a registered pupil, for educational provision arranged by a local authority.	K
The pupil is attending a place, other than the school or another school at which they are a registered pupil, for an educational visit or trip arranged by or on behalf of the proprietor and supervised by a member of school staff.	V
The pupil is attending a place for an approved educational activity that is a sporting activity.	P
The pupil is attending a place for an approved educational activity that is work experience provided as part of the pupil's education.	W
The pupil is attending a place for any other approved educational activity	B

<i>Absence</i>	<i>Code</i>
The pupil is absent with leave for the purpose of participating in a regulated performance or undertaking regulated employment abroad.	C1
The pupil is absent with leave for the purpose of attending a medical or dental appointment.	M
The pupil is absent with leave for the purpose of attending an interview for employment or for admission to another educational institution.	J1
The pupil is absent with leave for the purpose of studying for a public examination.	S
The pupil is not of compulsory school age and is absent with leave because their timetable does not require them to attend.	X
The pupil is of compulsory school age and is absent with leave because, in accordance with an agreement between a parent who they normally live with and the proprietor that the pupil should temporarily be educated on a part-time basis, their timetable does not require them to attend.	C2
The pupil is absent with leave for the purpose of attending another school at which they are a registered pupil.	D
The pupil is absent with leave for any other purpose.	C
The pupil is a mobile child, their parent is travelling in the course of their trade or business and the pupil is travelling with that parent.	T
The day is exclusively set apart for religious observance by the religious body to which a parent of the pupil belongs.	R
The pupil is unable to attend because of sickness.	I
The pupil is unable to attend because of a lack of access arrangements for them	Q
The pupil is unable to attend because the school is not within walking distance of the pupil's home and the transport to and from school that is normally provided for the pupil by the proprietor or a local authority is not available.	Y1
The pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency.	Y2

<i>Absence</i>	<i>Code</i>
Part of the school premises is unavoidably out of use and the pupil is one of those who the proprietor thinks cannot practicably be accommodated in those parts of the premises that remain in use.	Y3
The pupil is unable to attend because they are in criminal justice detention	Y5
The pupil's travel to or attendance at the school would be— (a) contrary to any guidance relating to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care or anybody or authority exercising equivalent functions in relation to Scotland, Wales or Northern Ireland; or (b) prohibited by any enactment relating to the incidence or transmission of infection or disease or any instrument made under such an enactment.	Y6
The pupil is excluded from the school for any other reason.	E
The pupil is unable to attend because of any other unavoidable cause	Y7
The pupil is absent without leave for the purpose of a holiday  . + + +  +.	G
The circumstances of the pupil's absence have not yet been established.	N
None of the other rows of this table applies, if the circumstances of absence have not been established, the code N is to be replaced with the code O	O

## Appendix 2 – Attendance Monitoring



- Parents made aware of expectations of attendance high attendance
- Class Team responsible for completing am and pm register
- Admin Team responsible for contacting parents and allocating correct categorisation in register
- Attendance recorded through School Pod
- Pupils to be marked as late after 9.15. Register closes at 9.30



- Parents made aware of pupil's attendance in line with expectations and national averages every half term
- Admin Team to liaise with Assistant 本△翻 in charge of Pastoral and Behaviour
- Senior Leaders monitor attendance monitored through progress Tracker half termly

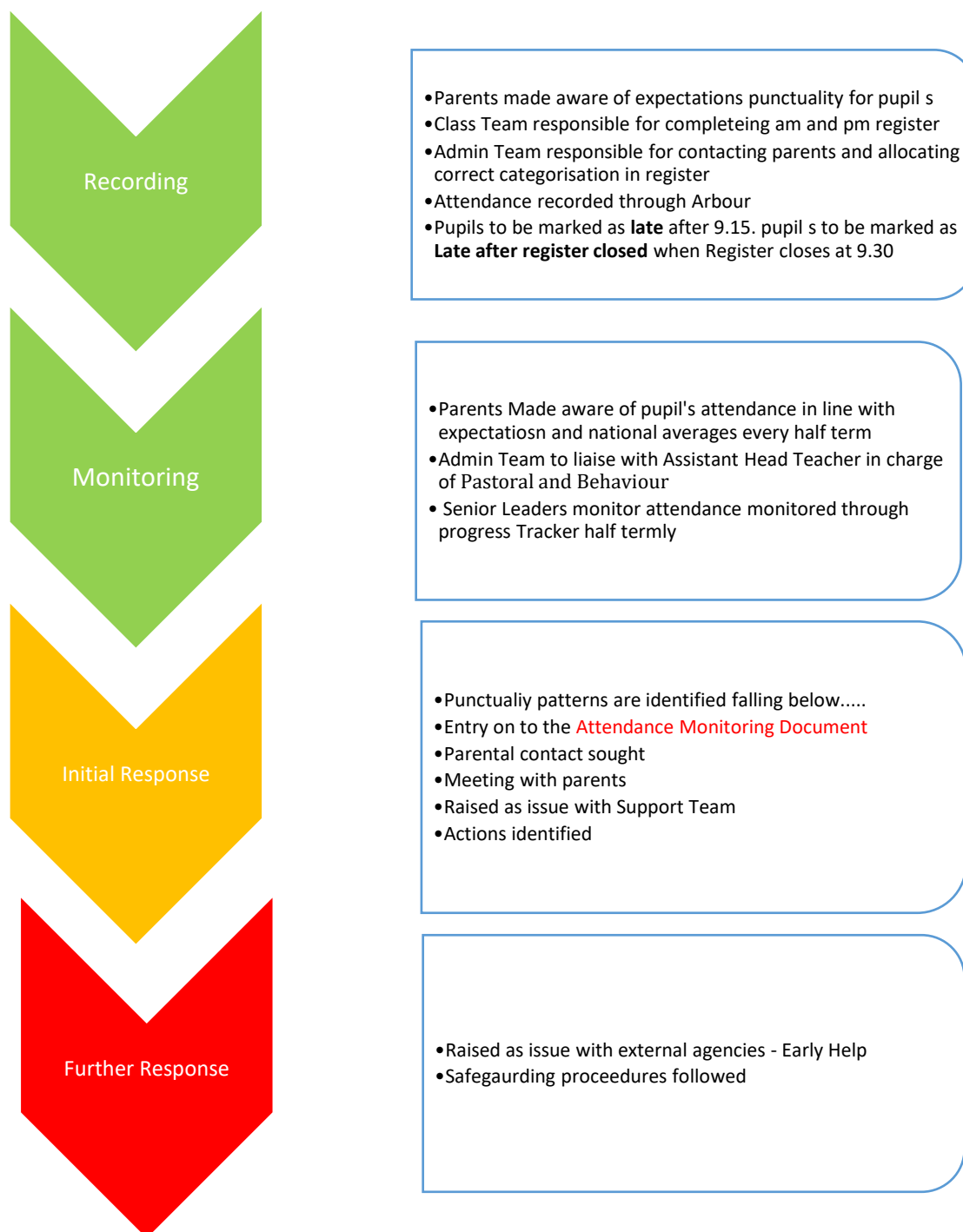


- Attendance falls below 90%
- Attendance monitored and patterns identified
- Entry on to the Attendance Monitoring Document
- Parental contact sought
- Meeting with parents
- Raised as issue with Support Team
- Actions identified



- Raised as issue with external agencies - Early Help
- Safeguarding procedures followed

## Appendix 3 – Punctuality Monitoring



## Appendix 4

### REQUESTING TERM TIME ABSENCE

Regular attendance is essential to ensure that children can benefit fully from the specialist provision at Peterhouse. In line with DfE guidance, school can only authorise absences during term time in exceptional circumstances.

If you wish to take your child out of school during term time, please complete this form and send it to the school office (either as hardcopy or electronically to [admin@aipeterhouse.org](mailto:admin@aipeterhouse.org)) **at least 4 weeks** prior to the planned absence. An electronic version of this form is also available on the school website.

School will then inform you whether we are able to authorise the absence.

Every request for such an absence is considered by taking into account your child's educational circumstances, the learning that would be missed as a result of the absence and its importance to your child's progression.

Each request is considered on its individual merit and on a case-by-case basis; therefore, a similar request having been granted in the past does not guarantee that your present request will receive the same decision, just as the decision made on your request at the present time does not set a precedent for any similar requests made in the future.

Pupil Name		Class
First day of absence requested:	Date pupil would return to school:	Total number of days missed:
Reason for absence:		

Signed (Parent/Carer)..... Date:.....

<u>For office use:</u>	
Absence authorised: Yes / No	
By:	Date:
Parents informed:	
Class staff informed:	

## Appendix 5

Date: [Insert]

Dear [Insert],

This letter is to inform you that [Insert] has missed a significant amount of school. We recognise that there are reasons for this, although school cannot successfully meet the needs of young people if they do not attend our provision.

[Insert] has been absent for [Insert] days of school so far this school year which equates to attendance of [Insert]%

Pupils fall behind when they miss school. This can occur through missing lessons which has an impact on academic progress as well as social opportunities and activities targeted towards pupil s individual needs whether pupil s are absent for authorised or unauthorised reasons. Please note that if your child's attendance falls below 90%, you may be asked for additional evidence to support any absence.

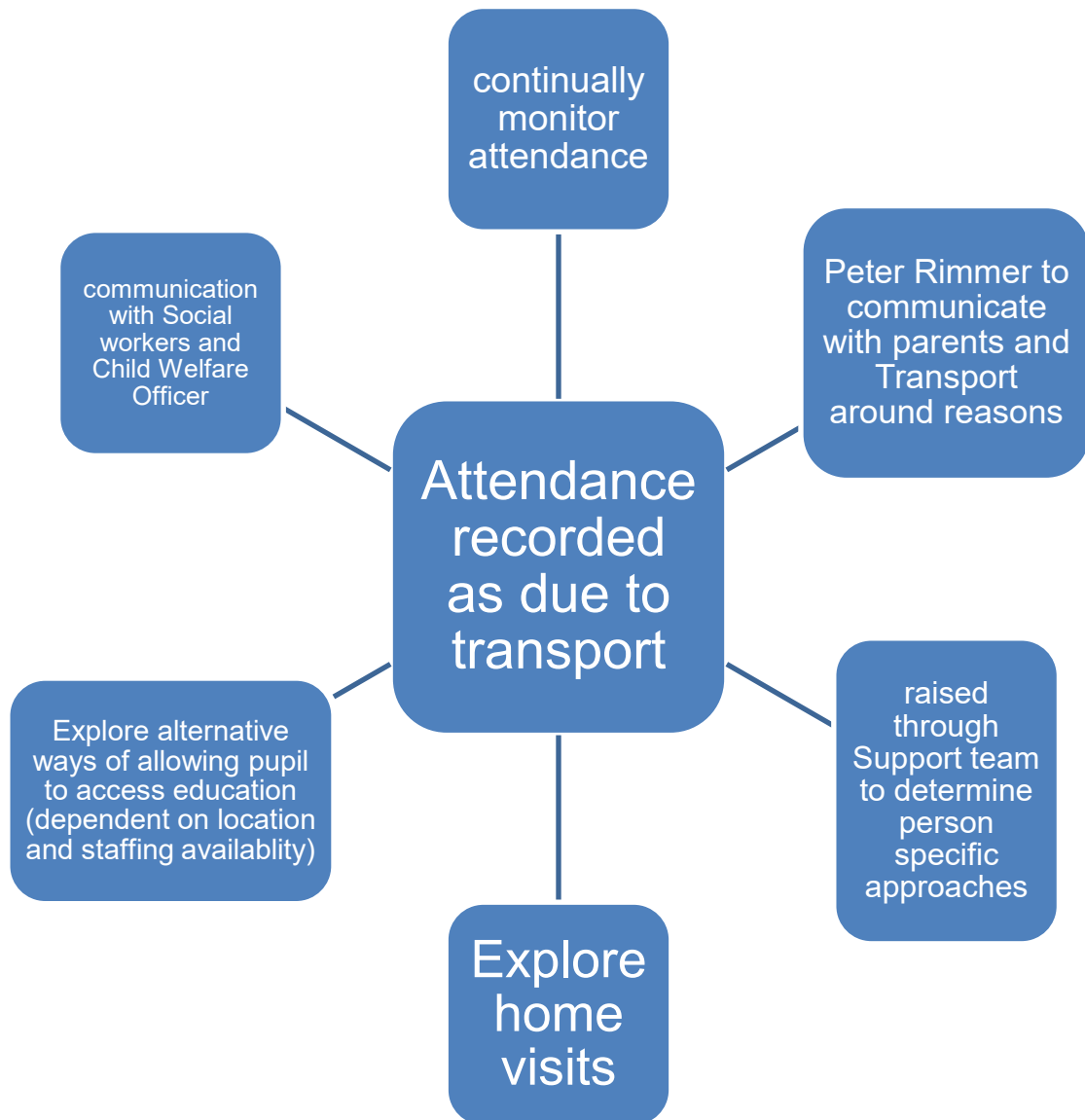
Sefton Authority, who commission your child's place, also require us to regularly report on pupil attendance, as part of their monitoring procedures, and may wish to address attendance with you directly, should they have concerns.

We would really appreciate your support in ensuring Cole attends school regularly. Please could you contact School **within the next 3 working days** to arrange a meeting in order to identify if there is any way in which we can help.

Many thanks for your time in this

## Appendix 6

### Absence due to Transport related reasons



## REVISION STATUS

This Review Date	Details of Changes	Sections Changed	Author	Date of next review
April 2017	General review, change of format	Updated throughout	Conny Brandt	April 2020
Feb 2020	New Monitoring Procedure added, Transitions & Flexible Education added, appendices added  Minor changes throughout		Conny Brandt	Nov 2023
November 2022	Changes made due to new procedure for recording, monitoring attendance	Updated throughout	Peter Rimmer	Nov 2023
February 23	Endorsed by Education Services Governance Committee			
June 24	General updates Updated to reflect new DfE requirements	Updated throughout	Peter Rimmer	July 2025
July 24	Endorsed by Education Services Governance Committee 11.07.2024			
September 2024	Updates in line with working together to improve school attendance (applies from 19 August 2024) and The School Attendance (Pupil Registration) (England) Regulations, DFE (2024)		Peter Rimmer	September 2025
Endorsed by Education Services Governance Committee 14.11.2024				
June 2025	Updates in regard to promoting attendance	Promoting Attendance	Peter Rimer	June 2026
Endorsed by Education Governance Committee 10.07.2025				