



**KING EDWARD VI
FOUNDATION
BIRMINGHAM**

Educational excellence for our City



Attendance Policy	
Responsible Board/Committee	Academy Trust and Foundation Board
Policy Type	Hybrid Policy
Policy Owner	Education
Statutory	Yes
Publish Online	Yes
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School	King Edward's School
School Policy Owner	Senior Deputy Head Pastoral
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1 Purpose

Aim of this policy

- 1.1 To support excellent levels of attendance for all pupils to enable the fulfilment of their potential at King Edward's School.
- 1.2 This policy has been prepared in accordance with the School's statutory duties relating to attendance, including those outlined in the Department for Education's statutory guidance, entitled Working Together to Improve School Attendance (2024), which is referred to in this policy as the "DfE Attendance Guidance".
- 1.3 The Independent Schools of King Edward VI Birmingham 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 the Birmingham Special Educational Needs Assessment & Review Service (SENAR); Birmingham Children's Trust and Birmingham Education Safeguarding Team.

Key Principles

- 1.4 High levels of attendance and punctuality are promoted and rewarded.
- 1.5 It is the responsibility of everybody in the School to improve attendance and punctuality.
- 1.6 Where attendance or punctuality falls short of expected standards, steps will be taken to address this, and to work individually with pupils and families to ensure improvement. Where applicable, sanctions may be applied in accordance with the Behaviour and Discipline policy.
- 1.7 Whilst every pupil has the right to a full-time education, high attendance expectations should be set for all pupils. The School considers the specific needs of certain pupils and pupil cohorts. The policy should be applied fairly and consistently, but in doing so, we always consider the individual needs of pupils and their families, who may have specific barriers to attendance. Some pupils find it harder than others to attend School. The School will work with pupils, parents/carers and other local partners to remove any barriers to attendance.
- 1.8 In the development and implementation of the policy, we recognise our obligations under the Equality Act 2010 and consider the provisions under the UN Convention on the Rights of the Child. We seek to work in partnership with pupils and parents/carers 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 & civil partnership; pregnancy & maternity; race; religion or belief; sex; sexual orientation.
- 1.9 In implementing this policy, the School is mindful of both conscious and unconscious bias. This means in dealing with attendance, the School will:
 - Take the time to consider decisions, listening to and considering the issues that are raised.

- Justify and document decisions, including the reasoning behind them.
- Ensure clear guidance is provided on reporting concerns related to prejudice.
- Promote positive behaviours.
- Encourage engagement from a wide range of pupils, parents/carers, and interested parties.

1.10 Subject to the terms of this policy, any day-to-day attendance issues that parents/carers have should be discussed with the Attendance Officer. Pupils may also wish to discuss concerns regarding attendance with their form tutor. In these instances form tutors should refer significant information to the Attendance Officer. Where more detailed support around attendance is required, parents/carers and pupils should contact their Head of Year directly.

2 Roles and responsibilities

2.1 The School

Good attendance starts with close and productive relationships with parents/carers and pupils. The School treats pupils and parents/carers with dignity and adopts a positive approach to attendance, recognising that this helps to challenge parents/carers' misconceptions about what constitutes good attendance.

2.1.1 The School will:

- Develop and maintain a whole-school culture that promotes the benefits of high attendance (See Appendix D)
- Work with pupils and their families, building strong relationships, to support high levels of attendance and punctuality and understand any barriers to attendance.
- Investigate unexplained or unjustified absence, applying internal sanctions where appropriate.
- Take into account individual needs when implementing this policy, including having regard to the School's obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.
- Share information, including returns information required to be shared in accordance with regulations¹ and the DfE Attendance Guidance, and work collaboratively with the local authority, other schools in the area, and other partners on attendance issues including, confirming part-time timetables, requests for elective home education, dual registration, removal from school roll, new admissions to school roll (including in year) and making any

other appropriate referrals/ submissions of information in accordance with local procedures, legislation, and guidance.

- Regularly monitor, review, and analyse attendance and absence data, including identifying pupils or cohorts that require attendance support and setting targets for the future.
- Ensure that all pupils can access full-time education, putting strategies in place where there is evidence to suggest that this is not the case.
- Ensure that governors and the School’s leadership team work together to monitor attendance levels and the effectiveness of this policy.
- Ensure that all legislation and guidance are complied with and reflected in our policies and procedures, including the DfE Attendance Guidance.
- Have in place appropriate safeguarding responses for children who are at risk of missing education, having regard to the statutory guidance ‘Keeping Children Safe in Education’ (please refer to our [Child Protection Policy](#))
- Regularly inform parents/carers about their child’s attendance and absence levels.
- Support pupils who are returning to education following long-term absence.
- Ensure that effective systems are in place to record and report attendance data, including the accurate completion of admission and attendance registers, utilising an electronic management information system.
- Assign overall responsibility for championing and improving attendance at the School to a designated senior leader, known as the Senior Attendance Champion.
- Observe and fulfil the responsibilities set out in guidance issued by the Department for Education ([Summary table of responsibilities for school attendance \(applies from 19 August 2024\)](#) ([publishing.service.gov.uk](#)) to the extent not covered above or elsewhere in this policy.

2.2 Parents and carers

We expect parents and carers to:

- Ensure that their child arrives at the School on time, wearing the correct uniform, and with the necessary equipment.
- Promote the importance of regular attendance at home.

- Follow the correct procedure for reporting the absence of their child from the School (see section 3.9 below).
- Avoid unnecessary absences.
- Keep the School informed of any circumstances which may affect their child's attendance.
- Not take their child out of education for holidays during term time (see section 3.11 below).

Inform the School in advance of any proposed change of address for their child(ren), along with the name of the parents/carers with whom the child shall live.

- Observe and fulfil their responsibilities set out in the guidance issued by the Department for Education ([Summary table of responsibilities for school attendance \(applies from 19 August 2024\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91221/summary-table-of-responsibilities-for-school-attendance-applies-from-19-august-2024.pdf) ([publishing.service.gov.uk](https://www.publishing.service.gov.uk)).

2.3 Pupils

We expect pupils to:

- Attend the School regularly and on time.
- Be punctual for all lessons.
- Follow the correct procedure if they arrive at the School late (see *Registrations* and *Late Arrival* sections below).

2.4 Senior Attendance Champion

2.4.1 The Senior Attendance Champion ("SAC") at the School is the Senior Deputy Head Pastoral, Dr Daniel Kennedy.

2.4.2 The SAC has overall responsibility for championing and improving attendance at the School and will:

- 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 half termly, including the efficacy of the school's strategies and processes;
- Ensuring all teaching and non-teaching staff know the importance of good attendance;

2.5 The board of governors

The board of governors will:

- Take an active role in improving attendance, recognise the importance of school attendance, and promote it, aligning with the School's ethos and policies.
- Ensure the School's leaders fulfil expectations and statutory duties.
- Regularly review attendance data, discuss and challenge trends, and help School leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensure School staff receive adequate training on attendance, including dedicated training for staff with specific attendance responsibilities and any additional training that would help support pupils or cohorts overcome common barriers to attendance.
 - Discuss attendance data during termly meetings with pastoral leads and in Risk and Compliance Meetings.
- Require the School to report to the governors on the School's attendance at regular intervals.

3 Procedures

Registration

- 3.1 The School maintains an attendance register and uses this to record each pupil's attendance at the start of the school day and again in the afternoon.

Individual lesson marks are also recorded.

Registration session	Start time	End time
Morning	8.45am	9.10am
Afternoon	1.55pm	2.05pm

- 3.2 Pupils who arrive after the start of a registration session but before the end of the registration session will be marked as late. Where pupils arrive after the end of a registration session, the process set out in *Late Arrival* section applies.
- 3.3 The register is marked using the national statutory attendance and absence codes, which can be found in the DfE Attendance Guidance.
- 3.4 Where a pupil attends a registration session but does not attend subsequent lessons, we will treat this as a truancy and non-attendance matter, in accordance with the behaviour policy, and engage parents/carers where necessary.

Late arrival

- 3.5 If a pupil arrives at the School after the relevant morning or afternoon registration period has ended, and after the relevant session they must immediately go to the School office to sign in and provide a reason for the lateness, to enable the School to establish the appropriate attendance or absence code. In the absence of a satisfactory explanation, the register will be marked as unauthorised absence. Pupils arriving late after the registration has closed will have an appropriate late code applied by the tutor. This will be overseen by the Attendance Officer.
- 3.6 Persistent lateness will be treated as a disciplinary matter and will be addressed in accordance with the **School Behaviour and Discipline Policy**.

Reasons for absence and how to report or request authorisation

- 3.7 **Authorised absence** – absence will only be authorised where the School has given approval in advance for a pupil to not be in attendance or has accepted an explanation offered afterwards as justification for the absence. Only the School can authorise an absence. Once the reason for absence has been established the code on the register will be duly updated in line with statutory coding.
- 3.8 **Unauthorised absence** – absence will be marked as unauthorised where the School is not satisfied with the reasons given for the absence.
- 3.9 **Reporting absence from the School – include any additional steps you take**
- i. Where a pupil is to be absent from the School without prior permission, the parent/carer should inform the School by telephone on the morning of the day of the first absence, or by emailing kesabsence@keschools.org.uk and let the School know when they expect the pupil to return. This should be prior to 8.30am. If the return date is not confirmed on the first day of absence, parents/carers must contact the School on each day of absence.
 - ii. Any unexplained absence will be followed up by the School promptly by contact being made by the Attendance Officer. If clarification is not forthcoming, further efforts to contact home will be made by pastoral leadership. In cases of unexplained absence exceeding ten sessions the school will act in accordance with safeguarding procedures.
 - iii. In cases where the School requires clarification to accurately record an absence in the attendance register, parents/carers may be asked to provide the School with medical evidence, such as a note from the child's doctor, to support an absence due to illness. If satisfactory evidence is not provided, the absence may be marked as unauthorised.

3.10 **Appointments**

- iv. Medical, dental, and other essential appointments for a pupil should take place outside of school hours, where this is reasonably possible.
- v. Where an appointment must take place during school time, the pupil should attend the School for as much of the day as possible, and as much prior notice as possible should be given to the Attendance Officer.

3.11 **Leave of absence (including holidays during term time)**

- vi. The School will grant permission for a pupil to be absent from School in the circumstances described in paragraph 37 of the DfE Attendance Guidance, which can be summarised as follows:
 - Taking part in a regulated performance or employment abroad.
 - Attendance at an interview for entry into another educational setting or future employment.
 - Study leave for public examinations.
 - Temporary, time-limited part-time timetable.
 - Other exceptional circumstances.
- vii. Parents/carers should make every effort to avoid taking pupils out of education for holidays or other extended leave during term time.
- viii. To request a leave of absence, parents/carers must make the request in advance and in writing addressed to the Second Master and, wherever possible, at least 4 school weeks ahead of the planned leave.
- ix. Where a leave of absence is requested as above, the Second Master will consider the specific facts and circumstances relating to the request. The decision:
 - Will be confirmed in writing.
 - Is solely at the Second Master's discretion.
 - Is final.
- x. Where permission is granted, the Second Master will confirm the number of days and dates of absence which are authorised.
- xi. If permission is not granted and the parents/carers proceed to take their child out of the School, the absence will be marked as unauthorised.

3.12 Religious observance

xii. We recognise that pupils of certain faiths may need to participate in days of religious observance. Absence from the School will be authorised where a day of religious observance:

- Falls during school time.
- Has been exclusively set apart for religious observance by the religious body to which the pupil belongs.

xiii. We ask that parents/carers notify the School by writing to the Attendance Officer, at kesabsence@keschools.org.uk in advance where absence is required due to religious observance.

3.13 Coronavirus (COVID-19)

xiv. There may be circumstances in which pupils cannot attend School due to COVID-19. The School will adhere to any current guidance issued by the Department for Education relating to the recording of attendance in relation to COVID-19.

xv. If a pupil tests positive for coronavirus, their absence will be recorded as illness.

Addressing poor attendance and punctuality

3.14 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 pupils or pupil cohorts that need it. The School will use data to target attendance improvement efforts to the pupils or groups of pupils who need it most. In doing so, the School, led by the SAC, will:

- Monitor and analyse weekly attendance patterns, proactively using data to identify pupils at risk of poor attendance.
- Provide regular attendance information to form tutors and relevant leaders.
- Identify pupils who need support from wider partners as soon as possible and deliver this support in a targeted manner.
- Conduct a thorough analysis of half-termly, termly, and full-year data to identify patterns and trends.
- Benchmark School attendance data at each level against local, regional, and national levels.
- Monitor the impact of School strategies and actions on improving attendance for specific pupils and groups.

- Work with the local authority and other local partners to identify groups.
- Engage with the parents or carers of pupils who the School and/or local authority consider to be vulnerable.

3.15 Our procedures for managing unexplained absences can be found in Annex A.

3.16 Where absence or punctuality is a cause for concern, for example, because there is:

- a pattern of unauthorised absence;
- a question over the reasons provided for a particular absence or late arrival;
- persistent truancy or lateness;

We will make contact with the parents/carers with a view to working together to support improved attendance and/or punctuality.

The pastoral leads will work with parents and pupils to understand the barriers to improving their attendance, giving particular regard to matters that may indicate safeguarding concerns for the pupil.

Where barriers to attendance are identified the pastoral team will work closely with pupils and families to support children back to school.

Where a pupil is severely absent or at risk of becoming severely absent, external advice may be sought from relevant local and national agencies where relevant. The school uses CPOMS to record pastoral actions and intervention.

3.17 In cases where the School has been unable to establish a clear reason for absence and/or has welfare concerns about the pupil, a home welfare check may be carried out.

3.18 Failure to attend or arrive at lessons on time may also be dealt with as a disciplinary matter in accordance with the **Behaviour and Discipline Policy**.

3.19 Absence will be classed as 'persistent' where it falls below 90% across the academic year and 'severe' when a pupil is absent from School for 50% or more of their possible sessions. Absence at this level is likely to significantly hinder educational prospects, and we expect full parental cooperation and support to urgently address these cases. As absence is often a symptom of wider issues a family is facing, the School 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. Intervention steps may include

implementing an attendance action plan, referring to other agencies, and/or establishing an attendance contract.

- 3.20 Where parents/carers have failed to ensure that their child of compulsory school age is regularly attending the School, and wider support in accordance with this policy is not appropriate or effective, the school may consider appropriate penalties, with due awareness of the National Framework for penalty notices.
- 3.21 The school will report pupils absence for illness for 15 or more days whether consecutive or cumulative to the LA, or actions in line with equivalent guidance as set out by the LA.
- 3.22 The School will report pupils who have been absent for a continuous period of ten school days and where their record shows one or more of the unauthorised codes has been used or where a pupil is regularly absent, to the LA in line with LA requirements.
- 3.23 The school will admit any mid-year leavers or joiners to the Admission roll and update the LA within 5 days of the pupils beginning at school, or leaving.

4. Legislation and guidance

- 4.1 This policy is based on Working Together to Improve School Attendance (2024), which is referred to in this policy as the “DfE Attendance Guidance”.

Appendix A: Statutory information

Senior Attendance Champion Name	Dr Daniel Kennedy
Senior Attendance Champion Position	Senior Deputy Head Pastoral
Senior Attendance Champion Contact Details	0121 472 1672
School start time (AM register opens)	8:45am
Morning (AM) register close time	9:10am
Afternoon (PM) register open time	1:55pm
Afternoon (PM) register close time*	2:05pm*
Contact details for on-the-day explanation of unexpected absence	0121 472 1672 kesabsence@keschools.org.uk
Contact details for routine absence information	kesabsence@keschools.org.uk
Contact details for requesting leave of absence- addressed to the Second Master	kesabsence@keschools.org.uk
Contact details for further and on-going support on attendance issues (e.g. Head of Year/ Attendance Officer)	Attendance Officer kesabsence@keschools.org.uk 0121 472 1672
Electronic Management Information System used for admission and attendance registers	SIMS/SIMS Next Gen/ID

*King Edward's has a shorter PM registration session to coincide with Form Tutor time.

Appendix B: 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 admission 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 updated to include:

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

Appendix C: School routine procedure for managing attendance and lateness

A register of all pupils 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 will all be automatically recorded within the MIS.

Managing lateness: Pupils are expected to register with their Form Tutor at 8:45am and 1:55pm. Pupils who arrive late but before the end of registration period at 9:10am and 2:00pm are registered as 'L', late before the register is closed. Pupils arriving after these times must sign in at reception the end of each registration period; the Attendance Officer monitors the N codes to identify pupils missing from school.

Contacting parents on the first day of unexpected absence and how continued unexplained absence will be followed up to ensure safeguarding: the school attendance officer will contact parents by text message/SchoolComms of pupils recorded with an N code after the AM session. Where an N code is recorded in the afternoon after a pupil has been present in the AM session, and a pupil cannot be found, a member of the Senior Leadership Team will decide when to instigate the Missing Pupil Policy.

Updating registers to ensure correct coding. Unexplained absences must be updated no later than 5 working days after the session: the school Attendance Officer or a senior member of staff will make amendments to the register to ensure accuracy of coding. Codes will be monitored at least weekly to ensure N codes are suitably amended. SIMS automatically records code changes.

Regularly informing parents, in an understandable way, of attendance and absence levels of their child: attendance information is communicated as part of working to improve attendance with individual pupils.

Regularly meeting the parents of pupils considered vulnerable or persistently or severely absent: Pupils of concern regarding attendance are identified by pastoral leads and the pastoral team will work with home to improve attendance.

Timely identification of pupils in need of further support: The Attendance Officer supports pastoral leads in identifying pupil needs to ensure appropriate support is offered.

Supporting pupils back into school following a lengthy or unavoidable absence:

After a lengthy absence the Attendance Officer will alert the Senior Deputy Head Pastoral of the need for intervention by a member of the pastoral team (Form Tutor, Head of Year or Second Master).

Any monitoring of lesson attendance that is undertaken (non-statutory): a register is taken in each academic lesson to enable identification of concerning attendance throughout the day and to triangulate information on pupils arriving to school late.

Appendix D: Attendance Strategy

- *Promotion of Good Attendance*

Good attendance starts with close and productive relationships with parents and pupils. The school treats pupils 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.

Listening to and understanding pupils' and parents' concerns about potential barriers to attendance: The school will use opportunities such as pupil voice and prefects' forums to hear the voice of pupils in understanding barriers to attendance. Parent forums are available for parents to raise concerns and comments about attendance.

Working with partners to mitigate the impact of barriers beyond the school's control: When specific contextual matters are identified the school will work with relevant parties to mitigate the impact of barriers.

Escalation of support for pupils at risk of becoming severely or persistently absent;

Accessing Early Help when appropriate: when pupils are identified as being persistently or severely absent, the Senior Deputy Head Pastoral will be alerted by the attendance office, for escalation, including potentially to Early Help.-

Championing and modelling good attendance: Good attendance will be recorded and celebrated.

Communicating the importance of good attendance to all pupils, parents and staff: assemblies will periodically include information on the benefits of good attendance and the Senior Deputy Head Pastoral writes to parents each year to reiterate the importance of good attendance.

Escalating safeguarding concerns that may be flagged by poor attendance, these include, but are not limited to: neglect, sexual abuse and child sexual and criminal exploitation: when pupils at risk of persistent absence are identified, pastoral leaders consider other risk factors that may be present that may indicate poor attendance may be symptomatic of a safeguarding concern. These will be escalated to the DSL using the school's safeguarding policy.

- *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 pupils or pupil cohorts that need it.

Monitoring and analysing weekly attendance patterns to deliver intervention: the school pastoral team regularly monitors attendance data at the individual, year and whole-school level to identify patterns of absence, including groups identified as of need (e.g. by ethnicity, vulnerable pupils, etc) for intervention.

The provision of regular attendance reports to class teachers to facilitate early discussion of attendance: Form Tutors are informed of attendance data where relevant.

Identifying individual pupils at risk of severe or persistent absence: Attendance data is monitored by the Attendance Officer and Senior Deputy Head Pastoral to identify pupils approaching 90% attendance.

Analysing and evaluating data half-termly, termly and yearly to identify patterns and trends among pupils and cohorts: data is provided to the Senior Leadership Team throughout the year to assess attendance data at the whole-school level.

Benchmarking attendance data against local, regional and national levels to identify areas of focus: Data is routinely shared with the King Edward VI Foundation to allow for inclusion in benchmarking exercises.

Monitoring the impact of interventions and strategies: where intervention on attendance is deemed appropriate, the impact is monitored by the Head of Year or Head of Section.

Providing data and reports to the Governing Body to support the work of the school: strategic-level attendance data is provided to governors to inform decision making and resourcing.

Identifying pupil cohorts for monitoring: the Senior Deputy Head Pastoral monitors attendance data for patterns that are discussed as part of Senior Leadership Team and Pastoral team meetings, for example, with Heads of Year, Form Tutors and Heads of Section.

- *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 for:

- **Identifying pupils at risk of becoming persistently or severely absent:** regular reviews of pupil-, cohort-, year group- and school-level data is undertaken-
- **Identifying the barriers to attendance faced by pupils identified as persistently or severely absent:** The pastoral leads will work with parents and pupils to understand the barriers to improving their attendance, giving particular regard to matters that may indicate safeguarding concerns for the pupil.
- **Supporting individual pupils and pupil cohorts identified as persistently or severely absent to enable them to re-engage with school:** where barriers to attendance are identified, the pastoral team will work closely with pupils and families to support children back to school.
Working with external agencies to support pupils identified as severely absent: where a pupil is severely absent or at risk of becoming severely absent, external advice will be sought from relevant local and national agencies where relevant
- **Recording decisions and their reasoning for decisions made around pupils identified as persistently or severely absent:**
The school uses CPOMS to record pastoral actions and intervention.

- *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.

Appendix E: The attendance register

The school keeps electronically an attendance register of all pupils 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	8:45 – 9:10am
School afternoon session times*	1:55 – 2:05pm

*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