



# Attendance Policy 2026

Ambition  
Courage  
Respect

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# **Attendance Policy**

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## **1. Introduction and School Ethos**

The Angmering School is committed to ensuring that all students attend school regularly and punctually so that they can access the full educational experience available to them. Attendance is fundamental to academic success, personal development, wellbeing and inclusion. It is also central to ensuring that students feel connected to school, develop positive relationships and benefit fully from the opportunities available to them.

The school recognises that regular attendance is not simply an administrative expectation. It is a vital part of a student's education and of their wider development as a young person. Students who attend school regularly are more likely to make strong academic progress, maintain positive friendships, feel secure within the school community and develop the habits of responsibility and reliability that will support them throughout later life.

The school also recognises that poor attendance is often a symptom of wider barriers or concerns. For this reason, The Angmering School promotes a culture in which attendance is both **expected and supported**. Where concerns arise, the school seeks to identify them early, work in partnership with families and provide targeted support so that students can attend regularly and succeed.

### **1.1 School Values**

At The Angmering School, attendance is closely linked to the school's values of **Ambition, Courage and Respect**.

Students demonstrate **Ambition** by attending school regularly and striving to make the most of the educational opportunities available to them. Good attendance gives students the best possible chance of achieving highly, participating fully in school life and preparing successfully for their next steps.

Students demonstrate **Courage** when they overcome the challenges that may affect their attendance. This may include returning to school after illness, speaking to staff when they need help, or working through barriers that make attendance difficult. The school is committed to supporting students and families with those challenges so that attendance can improve.

Students demonstrate **Respect** by valuing their education, their peers, their teachers and the school community. Attending school regularly and arriving on time shows respect for learning and contributes positively to the culture of the school.

The Angmering School also believes strongly in the power of belonging. Students who feel part of the school community are more likely to attend, engage and thrive. Attendance is therefore not just about being present; it is about being part of the life of the school.

### **1.2 Aims of the Policy**

This policy aims to set out the school's expectations, procedures and responsibilities in relation to attendance. It also aims to make clear the school's commitment to working with students, parents, carers and external agencies to secure the best possible attendance outcomes.

The specific aims of the policy are to:

- promote high expectations for attendance and punctuality across the school

- ensure every student has access to the full-time education to which they are entitled
- establish clear systems for recording, monitoring and analysing attendance
- identify concerns at the earliest possible stage
- provide timely and appropriate support where attendance starts to decline
- reduce absence, including persistent and severe absence
- embed a culture in which attendance is valued, championed and expected
- ensure safeguarding responsibilities linked to attendance are fully met
- work in partnership with parents and carers to improve attendance and remove barriers

The school expects all students to aim for **100% attendance**, with **96% or above** regarded as strong attendance.

### **1.3 Culture of Belonging and High Expectations**

The Angmering School is committed to embedding a culture in which attendance is a visible and consistent expectation for all students.

This means:

- students are expected to attend every day unless there is a genuine reason not to
- staff consistently communicate the importance of attendance
- routines support punctuality and readiness to learn
- attendance is discussed as part of student progress, wellbeing and belonging
- students are encouraged to see attendance as part of being a successful member of the school community

The school also recognises that a culture of high expectations is strongest when students feel a genuine sense of belonging. Students who feel known, supported and included are more likely to attend regularly. The school therefore promotes positive relationships, strong tutor systems, pastoral care and inclusive experiences as part of its attendance strategy.

Attendance is not only about being present; it is about being part of the life of the school.

## **2. Legislation and Statutory Guidance**

This policy is based on the Department for Education's statutory guidance:

### **Working Together to Improve School Attendance**

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

It is also informed by the following legislation and guidance:

### **Education Act 1996**

<https://www.legislation.gov.uk/ukpga/1996/56/contents>

### **Education and Inspections Act 2006**

<https://www.legislation.gov.uk/ukpga/2006/40/contents>

### **School Attendance (Pupil Registration) (England) Regulations 2024**

## **Keeping Children Safe in Education**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## **Mental Health Issues Affecting a Pupil's Attendance**

<https://www.gov.uk/government/publications/mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools>

## **Equality Act 2010**

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Under Section 7 of the Education Act 1996, parents have a legal duty to ensure that their child receives suitable full-time education. Schools also have clear responsibilities to record attendance accurately, follow up unexplained absence, work with families to improve attendance and act where absence becomes a concern.

The Angmering School fulfils these responsibilities through a whole-school, data-informed and safeguarding-led approach to attendance.

### **3. Roles and Responsibilities**

Attendance is a shared responsibility across the school community. Promoting strong attendance requires consistent work from leaders, teachers, support staff, students and parents. The school adopts a whole-school approach so that attendance is promoted, monitored and improved through collective responsibility.

#### **3.1 Governing Body**

The governing body has strategic oversight of attendance and is responsible for ensuring that the school fulfils its legal duties.

The governing body will:

- ensure that the school has a clear, compliant and effective attendance policy
- ensure that attendance remains a strategic priority within school improvement
- receive and scrutinise attendance data, including persistent and severe absence data
- challenge and support leaders on the effectiveness of attendance systems and interventions
- ensure sufficient resources are in place to support attendance improvement
- ensure that attendance arrangements reflect statutory guidance and local expectations
- monitor the school's work in reducing persistent and severe absence
- ensure that safeguarding and attendance are appropriately linked

#### **3.2 Headteacher**

The Headteacher has overall responsibility for attendance at the school and for ensuring that this policy is implemented consistently.

The Headteacher will:

- ensure attendance remains a priority across the school
- lead a culture of high expectations in relation to attendance and punctuality
- oversee the implementation of attendance procedures and systems

- ensure staff understand and carry out their attendance responsibilities
- monitor attendance outcomes and ensure appropriate actions are taken
- authorise leave of absence only in line with statutory guidance
- work with the local authority where legal intervention is required
- ensure the school's attendance procedures support safeguarding responsibilities
- report attendance information to governors

### **3.3 Senior Attendance Champion**

The school has a designated **Senior Attendance Champion** who leads the strategic development of attendance.

The Senior Attendance Champion will:

- lead the school's attendance strategy and ensure it remains a key school priority
- analyse whole-school attendance patterns and identify emerging trends
- oversee work to reduce persistent and severe absence
- ensure appropriate support and interventions are in place for students at risk
- monitor the impact of attendance strategies and adapt them where necessary
- work closely with the Attendance Team, pastoral leaders and safeguarding staff
- ensure that attendance expectations are clearly communicated to students, parents and staff
- maintain oversight of students whose attendance causes concern
- ensure attendance is discussed and prioritised within leadership systems

### **3.4 Attendance Team**

The Attendance Team manages the day-to-day administration and operational processes linked to attendance. This team is led by our Attendance Officer.

The Attendance Team will:

- monitor attendance registers on a daily basis
- receive and process absence notifications
- identify unexplained absences and follow them up promptly
- maintain accurate and compliant attendance records
- communicate with families regarding attendance concerns
- support the analysis of attendance patterns and trends
- contribute to attendance meetings and intervention planning
- support processes relating to legal intervention where appropriate
- ensure absence reporting information is clear and accessible to parents

### **3.5 Pastoral Leaders (YTA's & SSO's)**

Pastoral leaders play a central role in identifying, monitoring and addressing attendance concerns at year-group level.

Pastoral leaders will:

- monitor attendance across their year groups
- identify students whose attendance is declining or causing concern
- work with students and families to understand barriers to attendance
- coordinate attendance meetings and attendance improvement plans

- work with tutors, the Attendance Team and safeguarding staff to support students
- review the progress of students who are persistently absent
- contribute to early help and multi-agency work where needed
- support reintegration following periods of absence

### 3.6 Tutors and Teachers

Tutors and teachers are often the first staff members to identify emerging changes in attendance, punctuality or engagement.

Tutors and teachers will:

- complete attendance registers accurately and promptly
- monitor attendance and punctuality within classes and tutor groups
- discuss attendance concerns with students where appropriate
- reinforce the importance of attendance and punctuality
- celebrate positive attendance and improvement
- pass concerns quickly to pastoral leaders or the Attendance Team
- ensure students understand routines and expectations around punctuality and attendance
- support reintegration for students returning after absence

### 3.7 Parents and Carers

Parents and carers have a legal responsibility to ensure that their child attends school regularly and punctually. Parents and carers are expected to:

- ensure their child attends school every day unless there is a valid reason not to
- report absence before **8:15am** on each day of absence
- provide a clear reason for any absence
- report absence directly to the Attendance Team using the correct contact routes
- provide medical evidence where requested
- attend meetings where attendance concerns arise
- work in partnership with the school to improve attendance
- avoid taking holidays during term time
- ensure their child arrives on time and is ready to learn

Parents should not report absence via tutors or other staff, as this may not reach the attendance office and could result in the absence being recorded as unauthorised. This expectation is clearly set out in the parent attendance booklet. See appendix b.

### 3.8 Students

Students are expected to take responsibility for their attendance and punctuality and to understand the importance of attending school every day.

Students are expected to:

- attend school every day unless they are genuinely too unwell to do so
- arrive on time and be ready for a prompt start to the day
- attend tutor time and all lessons

- engage positively with support where attendance is a concern
- speak to staff if they are experiencing difficulties that may affect attendance
- value attendance as part of being a successful member of the school community

## **4. Attendance Procedures**

### **4.1 Recording Attendance**

The school maintains an electronic attendance register in accordance with the **School Attendance (Pupil Registration) (England) Regulations 2024**.

All students are placed on the school register, and attendance is taken at the start of both the morning and afternoon sessions. In practice, this means:

- the morning register is taken during tutor time at the start of the day
- the afternoon register is taken at the beginning of the afternoon session.

Students are expected to be in their tutor bases ready for a prompt 8:45am start to the school day.

Attendance is recorded electronically by the appropriate member of staff and must be completed accurately and promptly. Register accuracy is essential because attendance records form part of the school's statutory record and support both safeguarding and intervention work.

Where a student arrives after registration but before the register closes, they may receive a late mark in line with the national attendance code system. Where a student arrives after the register has closed, they will be recorded using Code U, which is an unauthorised absence for that session.

Attendance records are stored securely and retained for a minimum of six years.

### **4.2 Reporting Absence**

Parents and carers must report absence **before 8:15am on each day of absence**.

All absences must be reported **directly to the Attendance Team** using the appropriate key stage absence line or the text reporting service. This is to ensure that absence information is received promptly and recorded accurately. The parent attendance booklet makes clear that absence reported to other staff may not be received by the attendance office and may therefore be treated as unauthorised.

#### **Key Stage 3 (Years 7–9)**

Attendance Team Absence Line: **01903 778323**

#### **Key Stage 4 (Years 10–11)**

Attendance Team Absence Line: **01903 778331**

**Absence Reporting Text Line 07860054571 (verification maybe required)**

Parents and carers must provide a clear explanation for the absence. Where no explanation has been received by **8:15am**, the absence may initially be recorded as unauthorised until a satisfactory explanation is provided.

Parents are expected to contact the school **on each day of absence**. This supports effective safeguarding practice by ensuring the school can account for the whereabouts and welfare of students.

### 4.3 Medical Appointments and Medical Evidence

The school recognises that students may occasionally need to attend medical or dental appointments during the school day. However, appointments should be arranged **outside school hours or during school holidays wherever possible** in order to minimise disruption to learning. This expectation is also set out in the parent attendance booklet.

Where this is not possible:

- parents should notify the school in advance
- at least **24 hours' notice** should be given wherever possible
- supporting evidence may be requested

Students are expected to attend school **before and after** medical appointments unless an alternative arrangement has been agreed.

Acceptable medical evidence may include:

- appointment confirmation texts
- appointment cards
- hospital letters
- prescriptions
- pharmacy documentation or advice

Medical appointments that are not supported by appropriate evidence may be recorded as unauthorised. The school may also request evidence for illness where there is a pattern of repeated absence or where attendance is a concern.

### 4.4 Following Up Unexplained Absence

Where a student is absent and the reason for absence is unknown, the school will act promptly to establish the reason and ensure the student's safety.

The school will:

- review daily registers
- identify students absent without explanation
- attempt to contact parents or carers
- use emergency contact information where necessary
- record communication attempts in the school system

Where contact cannot be established, the concern may be escalated. Depending on the circumstances, this may involve:

- liaison with pastoral or safeguarding staff
- further contact attempts
- consideration of welfare checks
- home visits where appropriate
- contact with external agencies

The school treats unexplained absence seriously because it may indicate that a student is at risk, unwell, avoiding school or otherwise in need of support.

#### 4.5 Punctuality and Lateness

Students are expected to arrive in school in good time and be in tutor bases ready for a **prompt 8:45am start** to the school day.

Students arriving **after 8:40am** will be regarded as late to school and will receive a **same-day after-school detention** in line with school procedures.

Punctuality matters because important information is often shared at the start of the day, and arriving late disrupts routines, learning and students' readiness for the day ahead. The parent booklet reinforces that students should not miss key information delivered during Start or assembly.

Persistent lateness will be monitored and may result in further pastoral intervention.

#### 4.6 Leave of Absence During Term Time

The school recognises the value of family time, but it also recognises that regular attendance is essential to academic progress and school engagement.

Leave of absence during term time will only be granted in **exceptional circumstances** and must be approved by the **Headteacher**.

Parents wishing to request leave must submit the school's **Absence Request Form** in advance, providing full details and supporting information where relevant. The parent booklet states clearly that only absences authorised by the Headteacher will be recorded as authorised.

In line with local and national guidance:

- family holidays during term time will not be authorised.
- absence taken without authorisation will be recorded as unauthorised
- a **Fixed Penalty Notice** may be considered where the threshold for unauthorised absence is met.

Parents are reminded that there are 13 weeks of school holiday each year during which family holidays can be arranged without affecting attendance.

#### 4.7 Illness and Absence

The school understands that some illnesses require students to remain at home. However, it also promotes resilience and encourages attendance where students are experiencing minor illnesses and are otherwise well enough to attend.

The attendance booklet explains that students will normally be expected to attend school when experiencing minor conditions such as:

- mild colds
- sore throats
- mild aches and pains

- headaches
- mild nausea
- menstrual discomfort without supporting medical evidence

This approach helps ensure students do not miss unnecessary learning time and supports regular routines.

The school's guidance on common illness includes the following:

- **Sickness and diarrhoea:** students should remain off school for **48 hours after the last episode**
- **Chickenpox:** students should remain off school until spots have **scabbed over**
- **Scarlet fever:** students should remain off until **24 hours after starting antibiotics**
- **Head lice:** students do **not** need to remain off school
- **COVID-19:** students who test positive may attend if they are well enough to do so

Parents are encouraged to refer to NHS guidance for advice on when a child should remain at home.

## **5. Monitoring and Analysing Attendance**

### **5.1 Attendance Monitoring**

Attendance is monitored at multiple levels and across multiple timescales to ensure that concerns are identified quickly and acted upon effectively.

The school monitors attendance:

- daily, through register review and first-day response procedures
- weekly, through pastoral and attendance team review
- half-termly and termly, through leadership review and attendance reporting
- annually, through strategic evaluation and policy review

Attendance monitoring includes:

- whole-school attendance rates
- year group attendance
- tutor group attendance
- individual student attendance
- punctuality and late arrival patterns
- authorised and unauthorised absence rates
- persistent absence rates
- severe absence rates

Daily monitoring enables the school to identify immediate concerns, including unexplained absence, repeated lateness or emerging attendance patterns. Weekly and termly monitoring allows leaders to evaluate trends, identify vulnerable groups and assess whether interventions are having the intended impact.

Attendance monitoring is not limited to percentages alone. The school also considers how absence is distributed across the year and whether a student's pattern suggests a developing issue requiring support.

## 5.2 Attendance Data Analysis

The Angmering School uses attendance data actively and strategically. Attendance information is not collected simply for compliance; it is analysed to generate **attendance intelligence** that helps the school identify concerns, understand patterns and respond early.

Attendance data is analysed at:

- whole-school level
- year-group level
- tutor-group level
- individual student level
- cohort and group level

The school also analyses attendance among key groups, including:

- disadvantaged students
- students with SEND
- students with an EHCP
- students known to safeguarding services
- students receiving pastoral support
- students with medical or mental health barriers
- students at risk of persistent or severe absence

Attendance analysis includes looking for:

- repeated single-day absences
- broken weeks of attendance
- emerging decline over time
- patterns linked to particular days of the week
- repeated illness absence
- lateness trends
- patterns around lessons, sessions or transitions where relevant
- attendance before and after events, holidays or weekends

This attendance intelligence enables the school to identify students whose attendance may not yet have fallen below 90% but whose pattern indicates an emerging concern. This is a critical part of the school's early intervention strategy.

Attendance data is shared appropriately with relevant staff, including pastoral leaders, tutors, the Senior Attendance Champion, safeguarding staff and governors where appropriate. It is used to:

- target intervention
- prioritise vulnerable students
- review the effectiveness of attendance strategies
- inform pastoral planning
- support safeguarding decision-making
- identify trends requiring whole-school response

### **5.3 Early Identification and Intervention**

The school places strong emphasis on early identification. Waiting until attendance falls below 90% is not sufficient. Instead, the school seeks to act as soon as patterns begin to suggest a concern.

Indicators that may prompt early intervention include:

- a noticeable drop in attendance over a short period
- repeated short-term absences
- repeated illness claims without evidence
- absence patterns on particular days
- broken weeks of attendance
- recurring lateness
- reduced engagement linked to attendance concerns

When early concerns are identified, the school will seek to understand the reasons for absence and work collaboratively with the student and family.

Early intervention may include:

- discussion with the student by a tutor or pastoral leader
- contact with parents or carers
- attendance review by pastoral staff
- attendance monitoring periods
- attendance improvement plans
- mentoring or check-in support
- referral to the Student Services team
- external support where appropriate

The purpose of early intervention is to prevent attendance concerns escalating into persistent or severe absence and to ensure barriers are addressed as soon as possible.

## **6. Improving Attendance**

### **6.1 Promoting Attendance and Rewards**

The school actively promotes attendance and celebrates positive attendance in order to reinforce the value of attending school regularly.

These may include:

- fortnightly tutor group attendance competitions
- Invitation to Attendance Bingo
- recognition in the parent communications
- attendance displays and noticeboards
- invitation to end-of-year attendance celebration events
- acknowledgement of improved attendance as well as excellent attendance

The school believes it is important not only to challenge poor attendance but also to celebrate success and improvement. Recognising good attendance helps students take pride in attending regularly and contributes to a positive attendance culture.

## 6.2 Reducing Persistent Absence

Reducing persistent absence is a key priority for the school.

A student is considered **persistently absent** where attendance falls below **90%**. This level of absence has a serious impact on learning, participation and belonging. Students with persistent absence are at greater risk of underachievement, disengagement and poor longer-term outcomes.

The school works actively to prevent students from reaching this threshold and to support those who do.

Where a student becomes persistently absent, the school may:

- meet with the student and their parents or carers
- identify barriers to attendance
- agree targets and actions through an attendance improvement plan
- place the student on formal attendance monitoring
- provide pastoral, mentoring or wellbeing support
- request medical evidence where relevant
- involve external agencies where appropriate
- review the impact of interventions regularly

The school understands that persistent absence can arise from a range of issues including anxiety, ill health, family circumstances, unmet need or disengagement. For this reason, interventions are intended to be both supportive and appropriately challenging.

## 6.3 Addressing Severe Absence

The school also recognises the importance of addressing **severe absence**, which is where attendance falls below **50%**.

Severe absence represents a significant risk to a student's education, wellbeing and safeguarding. Students with this level of attendance are missing a substantial part of their entitlement to education and are likely to require intensive support and oversight.

Where a student is severely absent, the school will take a more intensive and coordinated approach. This may include:

- urgent attendance review with parents or carers
- close involvement from senior leaders
- safeguarding review
- multi-agency planning
- referral to local authority attendance services
- consideration of early help or social care involvement where appropriate
- regular review meetings
- clear expectations, timescales and monitoring

In severe cases, the school will work closely with the family, local authority and relevant professionals to secure improved attendance as quickly as possible while ensuring student safety and welfare.

## **7. Attendance and Safeguarding**

### **7.1 Safeguarding Responsibilities**

Attendance is closely linked to safeguarding. Unexplained absence, repeated absence, sudden deterioration in attendance or patterns suggesting avoidance may all indicate that a student is experiencing difficulties or may be at risk of harm.

For this reason, attendance concerns are always considered alongside safeguarding responsibilities. The school's Safeguarding Team works closely with the Attendance Team and Pastoral Team to ensure concerns are identified and acted upon appropriately.

### **7.2 Children Missing in Education**

Where a student's whereabouts cannot be established, or where there is concern that a student may no longer be receiving a suitable education, the school will follow procedures linked to **Children Missing Education (CME)**.

This may include:

- repeated attempts to contact the family
- use of emergency contacts
- liaison with the local authority
- information sharing with relevant agencies

The school recognises that students missing education may be at heightened risk of harm, exploitation or disengagement and therefore treats such concerns seriously.

### **7.3 Welfare Checks and Home Visits**

Where concerns about attendance are linked to student welfare, the school may carry out welfare checks or **home visits** where appropriate.

Home visits are used to:

- establish contact with the family
- ensure a student is safe
- reinforce attendance expectations
- support reintegration or attendance planning
- gather information to support further action where contact has been difficult

These steps are taken sensitively and proportionately, always with the student's welfare at the centre.

## **8. Legal Intervention**

The school prioritises support and early intervention. However, where attendance does not improve despite appropriate support, legal intervention may be considered.

This may include:

- **Notice to Improve**
- request for a **Fixed Penalty Notice**
- referral for prosecution under **Section 444 of the Education Act 1996**

A Fixed Penalty Notice may be considered where a student has accrued **10 sessions of unauthorised absence within a 10-school-week period**, including unauthorised holiday absence where relevant.

The school works with the local authority in line with statutory guidance and local procedures when considering legal action. Legal intervention is not the first response, but it remains an important part of ensuring that students receive the education to which they are entitled.

### **9. Monitoring Arrangements**

This policy will be reviewed annually, or sooner if required by changes in legislation, statutory guidance or local procedure. The review will consider:

- attendance outcomes
- persistent and severe absence trends
- effectiveness of attendance interventions
- consistency with current statutory guidance
- feedback from implementation where relevant

### Appendix A – DfE Attendance Codes

<b>Code</b>	<b>Meaning</b>	<b>Description</b>
/	Present (AM)	Student is present at morning registration
\	Present (PM)	Student is present at afternoon registration
L	Late before register closes	Student arrives late before the register closes
U	Late after register closes	Student arrives after the register closes and is recorded as an unauthorised absence for that session
I	Illness	Student is absent due to illness
M	Medical or dental appointment	Student is absent due to a medical or dental appointment
R	Religious observance	Student is absent due to religious observance
C	Leave of absence authorised by the school	Exceptional circumstances authorised by the Headteacher
G	Holiday not authorised	Holiday in term time not authorised by the school
O	Unauthorised absence	Student absent without authorisation
N	Reason not yet established	Absence where a reason has not yet been provided
B	Off-site educational activity	Student attending an approved educational activity off site
V	Educational visit or trip	Student on an approved visit or trip
P	Sporting activity	Student participating in an approved sporting activity
W	Work experience	Student attending work experience
D	Dual registered	Student attending another registered setting

## **The Angmering School Attendance**

### **Contact Details for Reporting Absences**

**Attendance Officer:** Mrs S Silva: Telephone - 01903778331 Email - [Attendance@theangmeringschool.o.uk](mailto:Attendance@theangmeringschool.o.uk)

**Attendance Administrator:** Mrs C Scrivener Telephone 01903778323 Email - [Attendance@theangmeringschool.o.uk](mailto:Attendance@theangmeringschool.o.uk)

### **Absence Reporting Via Text Messaging - 07860054571 (Verification maybe required)**

- All absences must be reported to the attendance teams only, no later than 8.30am and a reason must be given. Absences that are not reported by 8.30am and are also without a reason will be marked as unauthorised.
- All absences are to be reported to the attendance teams only using the correct contact details provided above, any absences reported to other members of staff may not be received in the attendance office and therefore may be unauthorised.
- If your child has a sickness bug we ask that they remain off school for 48 hours from the last episode of sickness, if your child attends school before this time period they will be sent home. This is to prevent the spread of illness across the year groups.
- We expect your child to attend school on occasions such as period pains, feeling sick (without being sick) and headaches unless they have supporting medical evidence.
- Covid – if your child has tested positive for Covid but feel well they can attend school. There are currently no guidelines advising your child to remain off school for any period of time.
- All medical appointments should be booked after school and in school holidays wherever possible. Any absence for a medical appointment without evidence, i.e. appointment card, appointment text and hospital appointment letter will be marked as unauthorised.
- Students are expected to come into school before and after their appointments unless agreed otherwise, please give the attendance team 24 hours' notice of medical appointments.
- We are unable to authorise holidays in term time; this is in line with West Sussex and government guidance. All exceptional circumstances requests must be submitted with an absence request form available from the Attendance Team or via the school website and requested in advance of the absence. Any absence not requested correctly will be marked as unauthorised.
- Emails of a non-attendance nature may not be actioned, please use the correct contact details found on our website <https://www.angmeringschool.co.uk/home/school-information/key-staff-contact-info/>

# Every School Day Counts

Every single day a child is absent from school equates to a day of lost learning.

Attendance	Days Missed (Year)	Lessons Missed (5-period day)	Level of Concern	Evidenced Impact on Academic Progress
100%	0 days	0 lessons	Outstanding	Maximising achievement potential
97%	6 days	30 lessons	Excellent	On track to meet academic targets
95%	9–10 days	50 lessons	Improvement Needed	At risk - Gaps in learning may impact academic outcomes
92%	14 days	70 lessons	Early cause for concern	Significant learning gaps - unlikely to reach academic targets
90%	19 days	95 lessons	Significant cause for concern	Very unlikely to achieve academic targets
85%	29 days	145 lessons	Severe cause for concern	Extremely unlikely to achieve academic targets

Children are only in school for 190 days each year. There are 175 other days for holidays and other activities.

For some parents, 90% may seem like an acceptable level of attendance, but the reality is that 90% attendance means that your child will miss half a school day each week, or 19 days of school during the school year – that’s nearly 4 school weeks every year.