



BRADFIELD COLLEGE

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School Attendance Policy - Bradfield College

1. Aims

- 1.1 This is the attendance policy of Bradfield College (the **School**).
- 1.2 The School aspires to high levels of attendance from all pupils. Good attendance is essential for all pupils to get the most out of their school experience, including their attainment, well-being and wider life chances.
- 1.3 The Department of Education make it clear in statutory guidance that: ‘All schools have a continuing responsibility to proactively manage and improve attendance across their school community’.¹
- 1.4 The aims of this policy are as follows:
 - 1.4.1 to develop and maintain a whole school culture that promotes the benefits of good attendance;
 - 1.4.2 to ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School;
 - 1.4.3 to prioritise and where possible improve attendance and punctuality across the School, reduce absence and set out the School's approach to the management of absence / non-attendance;
 - 1.4.4 to recognise the linkages between attendance / absence and pupil wellbeing, specifically ensuring a consistent whole school approach to safeguarding; and to help to promote a whole school culture of safety, equality and protection

2. Regulatory Framework

2. This policy has regard to guidance and advice found in **Appendix 1**.
- 2.1. The following School Policies: ‘The College Behaviour Policy’, ‘Bradfield College: Pastoral Protocols: Information for Parents and Staff’ and ‘Parents: Terms and Conditions’.

3 Responsibility statement and allocation of tasks

- 3.1 The school recognises that improving attendance is a school leadership issue and has appointed the Assistant Head Pastoral to have overall responsibility for championing and improving attendance in School, referred to in this policy as the School Attendance Champion (“**SAC**”).
- 3.2 To ensure the efficient discharge of its responsibilities under this policy, the Headmaster has allocated the following tasks:

¹ [Working Together to Improve School Attendance](#)

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	SAC	As required, and at least annually
Monitoring the implementation of the policy	SAC	As required, and at least termly
Formal annual review	SAC	Annually

4 The importance of good attendance

4.1 The School recognises the importance of developing good patterns of attendance from the outset. This is an integral part of the School's ethos and culture. In building a culture of good school attendance it recognises:

- 4.1.1 the importance of good attendance, alongside good behaviour, as a central part of the school's vision, values, ethos, and day to day life;
- 4.1.2 the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions and / or disabilities, mental health issues, safeguarding wellbeing, and support for disadvantaged pupils;
- 4.1.3 the importance of setting high expectations for the attendance and punctuality of all pupils and communicating these regularly and effectively to pupils and parents;
- 4.1.4 that attendance is never "solved" and is a continuous process requiring revision and updating of messages, processes and strategies; and
- 4.1.5 children missing education can act as a vital warning sign to a range of safeguarding issues, including neglect, sexual abuse and child sexual and criminal exploitation.

5 School responsibilities

- 5.1. The School acknowledges that attendance is the essential foundation to securing positive outcomes for all pupils and that everyone has a responsibility to take proactive steps to manage and improve attendance across the School community.
- 5.2. Where there are challenges to attendance, the School will work effectively and respectfully with pupils, their families and, where appropriate, local authorities to address them.
- 5.3. The School will respond to non-attendance and / or lateness proactively, firmly, consistently and with care, with appropriate reference to this policy, its safeguarding and behaviour policies and the School's terms and conditions. It will act in a proportionate and targeted way in response to data or intelligence and ensure intervention is regularly reviewed.
- 5.4. The School will have robust systems in place to track and record attendance, reasons for absence and patterns at an individual level and by cohorts or groups in order to identify

pupils at risk of non-attendance and those who are persistently absent and it will monitor and analyse this data regularly to facilitate early intervention to address issues.

6 Staff responsibilities

6.1 The SAC has overall responsibility for championing and improving attendance in school. However, all staff have a responsibility for monitoring and promoting good attendance and punctuality amongst the pupil body. The SAC ensures that all teaching and non-teaching staff know the importance of good attendance and are consistent in their communication with pupils and parents about it; the SAC also provides appropriate training and professional development for staff consistent with their roles and responsibilities.

6.2 **Pastoral Staff** should:

6.4.1. have a formal routine for registers being taken accurately each morning and afternoon; seek explanations of absences required from pupils when registration is late;

6.4.2. make enquiries about unexplained absences, including those within the school day, and follow up with pupil to ensure that an explanation has been formally given to the School;

6.4.3. look out for trends or patterns in a pupil's attendance and inform the SAC of any specific concerns.

6.5. **Teachers** should:

6.5.1. register pupils at the start of each lesson (on iSAMS) and in co-curricular activities (on SOCS), in accordance with the registration process;

6.5.2. deal with lateness to lessons consistently and promptly;

6.5.3. consider appropriate sanctions for pupils who arrive late to a lesson in line with the College Behaviour Policy (Rewards and Sanctions).

7 School arrangements

7.1 The School will accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence. These registers must be kept electronically.

8 Monitoring attendance

8.1 The School will undertake regular data analysis to identify and provide additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the School and develop strategies to address them.

9 Pupil responsibilities

9.1 School attendance is important to pupil attainment, wellbeing and development. The School therefore has high expectations of pupils as to their attendance.

9.2 Pupils should be aware that:

9.2.1 they are expected to be present in-person for the duration of each School day;

9.2.2 they are expected to arrive on time and attend all timetabled lessons;

9.2.3 they should not leave a lesson or the School site without permission or otherwise in accordance with School rules.

10 Additional needs

10.1 The School recognises some pupils may find it harder than others to attend School, and will work with those pupils and parents to try to remove barriers to attendance by building strong and trusting relationships and working together to put the right support in place;

10.2 The School will make reasonable adjustments² where a pupil has a disability that puts them at a substantial disadvantage, in comparison with pupils without a disability, in relation to school attendance;

10.3 It will also work with parents, and where appropriate with the local authority, to develop specific support approaches for attendance for pupils with special educational needs and disabilities e.g. ensuring the provision outlined in a pupils education, health and care plan is accessed;

10.4 Suitable strategies will also be considered for pupils with any social, emotional or mental health issue that is affecting their attendance. Please see **'Managing Pupils' Absence from School: a Guide for Parents and Staff'** on the Parent Portal;

10.5 Where barriers are outside of the School's control, the School will work with parents and pupils to identify alternative sources of support or consider, where appropriate, making a referral for early help;

10.6 The School will make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using the national absence code I (unable to attend because of sickness) and there are reasonable grounds to believe that the pupil will have to miss 15 consecutive school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days;

10.7 The School will also monitor the absence of students from outside the European Economic Area on Tier 4 visas and, in line with UK Visas and Immigration service (UKVI) guidance, will report absence at the required thresholds.

11 Parent / carer responsibilities

11.1 The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education;

11.2 This means pupils must attend every day that the School is open, except in a small number of allowable circumstances such as being too ill to attend or being given exceptional permission for an absence in advance from the School;

11.3 The School will help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development and provide clarity on the short and long term consequences of poor attendance;

² In this case to meet the school's duty to make reasonable adjustments for pupils with a disability under section 20 of the Equality Act 2010.

- 11.4 Parents are bound by the terms relating to conduct and attendance in the terms and conditions and failure to ensure a child's attendance or engage with the School about it could amount to a breach of contract or a finding that the parent is treating the School unreasonably;
- 11.5 Requests for absence during term time should first be sent to the pupil's HsM and then, if relevant, the Second Master for approval. Four weeks' notice should be given. Further details can be seen in '**Leave of Absence during the Week: Guidance Notes**' on the Parent Portal.

12 Training

- 12.1 **Staff:** The School ensures that regular guidance and training on attendance is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. As a minimum this will include all staff understanding:
- 12.1.1 the importance of good attendance and that absence is almost always a symptom of wider circumstances; and
 - 12.1.2 the School's strategies and procedures for tracking, following up and improving attendance.

Appendix 1

[Working together to improve school attendance](#) (DfE, applies from 19 August 2024);

[Summary table of responsibilities for school attendance](#) (DfE, applies from 19 August 2024);

[Toolkit for schools: communicating with families to support attendance](#) (DfE, September 2023);

[Guidance for parents on school attendance](#) (Office of the Children's Commissioner, September 2023);

['Is my child too ill for school?' guidance](#) (NHS, April 2024);

[Keeping children safe in education](#) (DfE, September 2024);³

[Children missing education](#) (DfE, September 2016);

[Supporting pupils with medical conditions at school](#) (DfE, August 2017);

[Behaviour in schools: advice for headteachers and school staff](#) (DfE, February 2024);

[Mental health and behaviour in schools](#) (DfE, November 2018);

[Mental health issues affecting a pupil's attendance: guidance for schools](#) (DfE, February 2023);

[Support for pupils where a mental health issue is affecting attendance](#) (DfE, February 2023)

³ Note: the current draft version of KCSIE 2024 is for 'information only' with a number of sections still under review. As the draft KCSIE 2024 still refers to the current regulations and non-statutory guidance Working together to improve school attendance 2022: applies until 18 August 2024, the policy may require further review after the final version of KCSIE 2024 is published.