



Outcomes  
First Group

# Attendance Policy



**Miller House**

SCHOOL

To be followed in conjunction with the updates from Keeping Children Safe in Education 2024.

### Introduction

Every child of compulsory school age is entitled to a full-time education suitable to their age, aptitude, and any Special Educational Needs they may have. Poor attendance is linked to lower academic outcomes and is always considered a potential indicator of a safeguarding concern. Miller House School has high expectations of attendance of all pupils. The School Attendance Policy aims to provide clear direction to parents, pupils and staff about expectations, procedures and policy on school attendance. This policy has been developed in accordance with the principles established by the [DFE Guidance](#) on Working Together to Improve School Attendance (19<sup>th</sup> August 2024). The policy reflects Miller House school's commitment to improving outcomes and best practice in supporting pupils. The purpose of the policy is to ensure that attendance monitoring and actions are addressed in ways that prioritise the student's wellbeing and maximises their opportunity for academic success. This policy should be read in conjunction with the school Behaviour Policy and the Safeguarding Policy.

### Our aims.

- To make the improvement of individual and collective attendance a priority for all Pupils, parents/carers, staff and other stakeholders.
- To support all pupils to achieve above 90% attendance as a minimum
- To work with each pupil and their family as an individual and improve their attendance by removing barriers to learning
- Monitor attendance data on a daily, weekly and termly basis and put interventions in place if patterns are beginning to emerge.

### We endeavour to fulfil these aims.

- By prioritising the improvement of whole school attendance as a key component in school development plans and underpinning school's vision and values
- By making sure that parents/carers are aware of the clear link between good attendance and academic achievement and their legal responsibility to work with school on this matter
- By including reviews of attendance data at relevant meetings including senior leadership meetings and whole staff meetings.
- By using school data management and interdepartmental working to quickly identify pupils at risk of become persistently absent (below 90%) and intervene at the earliest stage
- Members of the SLT will analyse and feedback to governors' attendance data on a half termly basis and this will inform and lead actions both on an individual case basis and on the school development plan.
- By involving parents/carers and pupils in decisions about their education and progress

Our School have members of staff whose roles have a clear focus on attendance, however promoting positive school attendance is a whole-school priority. There are various ways staff support good attendance throughout the school and this can include:

- Identifying potential issues as early as possible, work directly in partnership with parents/carers to resolve them
- Monitoring attendance and ensuring safeguarding policies are followed where concerns are identified
- Promoting excellent attendance from the point of induction, ensuring every family and child understand school's commitment to attendance from the first day on roll
- Ensuring parents regularly receive copies of attendance data held for their child

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- Senior leaders promoting effective partnerships with the LA Attendance Team and other services and agencies to effectively remove barriers to learning and promote good attendance.
- Designated key staff acting as liaison with individual agencies to support attendance
- Carrying out thorough and recorded interventions before referring to the Local Authority in the event a pupil drops below 90%
- Gathering and recording relevant information to enable local authority intervention to be effective and meaningful
- Encouraging active involvement of other services and agencies in the life of the school
- Recognising the needs of the individual pupil when planning reintegration following significant periods of absence or an ingrained habit of low attendance at school.
- Celebrating excellent attendance in school-wide assemblies and celebrations and ensure we recognise improvements, however small, to build confidence and self-esteem of the pupil and promote the link between attendance and success

#### Procedures

- First Day Absence - If a child is absent for any reason, parents/carers are expected to let the school know as soon as possible. Notifying school of the reason for absence is the responsibility of the parent/carer. This information will be placed on the register when it has been received. School requires ideally a minimum of two emergency contact numbers to be held on file.

We have a commitment to actively pursue each pupil's attendance by a system of daily phone calls and/or text messages at close of register (see appendix 1). Each pupil and family are an individual and our response to nonattendance depends on their own circumstances. Pupils are sometimes reluctant to attend school for a variety of reasons and resolving each issue may include close working across departments and external agencies.

Occasionally it may be agreed that a child can be placed on a temporary phased or adapted timetable. These arrangements are, for example, put in place to reintegrate a pupil back to the school following an unavoidable absence. These timetables would only be put in place in specific circumstances and negotiated through meetings including all key stakeholders involved with the pupil or through reintegration meetings and any adaptations to timetables must be agreed by the Head of School. These arrangements are time-limited and kept under review with the aim that Pupils will return to full time education as soon as possible. The school will work with the relevant agencies and bodies to ensure that the needs of the individual are met.

#### Recording

*Registers are legal records, and all schools must preserve every entry in the attendance or admission register for 3 years from the date of entry. As the attendance register is a record of the pupils present at the time it was taken, the register should only routinely be amended where the reason for absence cannot be established at the time it is taken, and it is subsequently necessary to correct the entry. Where amendments are made, all schools must ensure the register shows the original entry, the amended entry, the reason for the amendment, the date on which the amendment was made, and the name and title of the person who made the amendment. (DfE 2022)*

Miller House school will enter pupils on the admission register at the beginning of the first day on which the school has agreed with the local authority, or the parent, that the pupil will attend the school. Attendance data and pupil admissions are recorded on the school's information management system, ISAMS. Records will be kept for a three-year period from the date of entry. This system will display attendance using the national attendance codes. These will be input onto the register by form tutors and any amendments made will be

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completed by office administration staff or the family liaison officer when reasons for absence are established. Every absence (am/pm) will be classified as authorised or unauthorised. School uses the following codes.

- Coding System

Miller House School uses iSAMS to maintain student attendance. The following codes are used to record attendance information.

Attendance Code Changes - effective 19th August 2024

Blue – nature of absence needs to be recorded

Red – New or replacement codes

| Code | Code Name              | Descriptor  |
|------|------------------------|---|
| /    | Present AM session     | present at school when attendance register is taken   |
| \    | Present PM session     | present at school when attendance register is taken   |
| B    | Educated off site      | Offsite supervised activity approved by the school (not at home). (Nature of the educational activity must be recorded in the Nature of Absence area) |
| C    | Absent with permission | other authorised by the school - other circumstances  |
| C1   | Absent with permission | performance leave of absence for regulated performance or employment abroad   |
| C2   | Absent with permission | part time timetable leave of absence for period of temporary part time education  |
| D    | Dual registered        | Scheduled to attend another school at which they are registered   |
| E    | Suspension/Exclusion   | Suspension or exclusion (but no alternative provision made)   |
| G    | Unauthorised holiday   | Holiday not authorised by the school  |
| I    | Illness                | Illness not medical or dental   |

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| J | 1 Interview                         | Interview for employment or other educational institution  |
| K | Other education provision           | Attending a place, other than the school or another school at which they are a registered pupil, for educational provision arranged by the LA. (Nature of the educational activity must be recorded in the Nature of Absence area) |
| L | Late (before register close)        | Late arrival before the register has closed  |
| M | Medical or dental                   | Attending a medical or dental appointment (should not be used for periods of illness)  |
| N | Reason for absence not yet provided | Temporary code to be used when not aware of the reason for absence. Code should be amended once the reason has been established  |
| O | Unauthorised absence                | Absent from school without authorisation   |
| P | Supervised sporting activity        | Supervised and approved activity by the school   |

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| Q | No access arrangements      | Local authority not provided access arrangements  |
| R | Religious observance        | Authorised absence for religious observance   |
| S | Study leave                 | Study leave to be granted to Year 11 pupils for public examinations. Provision should still be made available for those students who wish to attend school to revise                                    |
| T | Traveller absence           | To be used when traveller families are known to be travelling for occupational purposes and have agreed this with the schools, but it is not known whether the pupil is attending educational provision |
| U | Late (after register close) | Arrived after registration has closed. Schools should be alert to patterns of late arrival and seek and explanation   |
| V | Education visit             | Attendance at an organised trip or visit (including residential trips organised by the school or supervised trip of an educational nature by an organisation approved by the school)                    |

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| W  | Work experience                 | Work experience for pupils in the final two years of compulsory education. Failure to attend work experience placement must be recorded using the appropriate code.                           |
| X  | Not required to be in school    | Non-compulsory age children not expected to attend school   |
| Y1 | Transport not available         | Transport normally provided not available and not within walking distance to school   |
| Y2 | Widespread travel disruption    | Widespread disruption to travel caused by a local, national or international emergency  |
| Y3 | Partial school premise closure  | Part of school premises is unavoidably out of use   |
| Y4 | Whole school unexpected closure | School is unexpectedly closed (for example - adverse weather)   |
| Y5 | Criminal justice detention      | Pupil in criminal justice detention   |
| Y6 | Public health guidance or law   | Attendance at school would be contrary/prohibited by guidance/law relating to incidence or transmission of infection or disease   |
| Y7 | Other unavoidable cause         | Other unavoidable cause (not covered by any other Y code above). (Nature of the educational activity must be recorded in the Nature of Absence area)  |
| Z  | Pupil not on admission register | For enablement of registers in advance of pupils joining the school. Schools must put pupils on the admission register from the first day that it has been agreed that the pupils will attend |
| #  | Planned whole school closure    | Planned whole school closure (school holiday, bank holiday, INSET)  |

• Children Missing from Education

A Pupil going missing from education is a potential indicator of abuse and neglect, including sexual abuse or sexual exploitation. The Designated Safeguarding Lead and family support officer will monitor unauthorised absence, particularly where Pupils go missing on repeated occasions. Miller house School follows DfE legal requirements for schools in respect of recording and reporting of children who leave school without any known destination and work closely with Local Authority Attendance Teams. Where a Pupil has 10 consecutive school days of unauthorised absence and responsible steps have been taken by Miller House School to establish the whereabouts without success, the Attendance Officer will make an immediate referral to the Early Help Team and this will be treated as a safeguarding concern (see Safeguarding policy).

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If the child is not found, the Attendance Team will complete a Child Missing from Education form (CME). The child's name will be entered onto the Children Missing from Education Register, which is held centrally in accordance with the LA Children Missing from Education Procedural Guidance. After four school weeks (20 school days) should such efforts to locate the child prove to be unsuccessful and confirmation has been received from the Attendance Team that they are aware of the Child, they can be removed from roll.

#### Attendance Intervention

Tom Czuchaj, Assistant Principal can work with the pupil and family at the early stages as soon as concerns are identified to encourage and support good attendance, including addressing barriers to attendance and accessing relevant support from other departments in school such as the SENCo, therapists and Pastoral support. Those pupils whose attendance starts to decline due to regular unexplained absence will be subject to discussion at the weekly attendance meetings. Strategies to improve attendance will be discussed and interventions recorded at each stage of intervention. Where intervention fails to rectify the reasons for absence, the persistent absence plan will be triggered and more intensive support offered.

#### Persistent Absence

Ultimately, school's aim is to identify patterns of absence, intervene early and put in place targeted meaningful support. For those pupils whose attendance falls below 90% without clear authorised reasons, the pupil will be classified as having Persistent Absence (PA) and where unauthorised absence is recorded, school may apply to the local authority to initiate absence penalties. Attendance data is reviewed on a half termly basis and pupils falling into Persistent Absence will be identified at these reviews. Formal processes are important to give families adequate time and opportunities to address persistent absence through a three-stage process. Stage 1 – the pupil's family will be notified of the concerns in writing. The Family Liaison Officer will meet with the family to discuss this and any barriers to attendance. If the child has a social worker, the social worker will also be included in these discussions, along with the local authority Virtual School

Stage 2 – the family will be notified of escalating concerns in writing. A Persistent Absence Plan will be formulated with time-limited targets and a referral completed to the Pupil Absence Support Team (PAST). Records of interventions offered will be recorded on the pupil's file and will form evidence for any future prosecution or referral

Stage 3 – the family will be notified in writing of the referral to the relevant Local authorities for the issue of a [fixed penalty notice](#). Parents/carers commit an offence if a child fails to attend school regularly and the absences are classed as unauthorised. Depending on the circumstances, such cases may result in prosecution under Section 444 of the Education Act 1996.

#### Daily Procedure

The register closes at 9.30am



Review of absence codes to identify all pupils

not in attendance.



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Where reason for absence has been provided, code and clear notes to be entered to reflect the reason on iSAMs



Text to all parent/carer of absent pupils to notify of absence and request reason is provided to the school office before 10am if this has not yet been provided



Calls to parent/carer of absent pupils where reason for absence has still not been provided



Where it has not been possible to establish a reason for absence, the following procedures will be followed;

- If applicable, the pupil's social worker will be notified
- If there are safeguarding concerns, a home visit will take place by the DSL or DSO on the first day of absence and a police welfare check may be requested
- If there are no safeguarding concerns but the pupil does not return to school the following day, a third-day home visit will be conducted in order to complete a welfare check

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