

CHEETHAM CofE COMMUNITY ACADEMY ATTENDANCE POLICY



2026 – 2027



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Introduction

The Manchester Model Attendance Policy has been updated to reflect significant changes in national legislation and guidance effective from August 19th, 2024. These updates are designed to strengthen the framework for promoting regular school attendance and safeguarding pupils. The policy is adaptable to the context of individual schools and settings, while maintaining alignment with statutory expectations and best practice.

Key updates include:

- Revised Department for Education (DfE) guidance: 'Working Together to Improve School Attendance'
- Incorporation of the Manchester Code of Conduct for attendance procedures
- Updated Registration Codes Information for Schools
- Changes to the Grounds for Deletion from a Pupil Register Information

In addition, the policy now integrates principles from Keeping Children Safe in Education 2026, which comes into force in September 2026. This statutory guidance reinforces the legal duties of schools and colleges to safeguard and promote the welfare of children. It highlights the critical role of attendance in safeguarding, stating that persistent absence can be a key indicator of wider safeguarding concerns, including neglect, exploitation, or mental health issues.

By embedding safeguarding into attendance practices, the Manchester Model ensures:

- Early identification of vulnerable pupils through attendance monitoring
- Stronger collaboration between safeguarding leads and attendance officers
- A holistic approach to pupil wellbeing, recognising that regular attendance supports emotional resilience and academic success



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1.0 Introduction

- 1.1 Regular school attendance is essential if children are to achieve their full potential.
- 1.2 Cheetham CofE Community Academy believe that regular school attendance is the key to enabling children to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who can realise their full potential and make a positive contribution to their community.
- 1.3 Cheetham CofE Community Academy values all pupils. As set out in this policy, we will build strong relationships with families to ensure pupils have the support in place to attend school and identify the reasons for poor attendance.
- 1.4 Cheetham CofE Community Academy recognises that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on admissions, safeguarding, anti-bullying, child protection, safeguarding and behaviour and inclusive learning. This policy takes into account the Human Rights Act 1998, the Disability Discrimination Act 1995 and the Race Relations Act 2000.
- 1.5.1 This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024), through our whole-school culture and ethos that values good attendance, including:
 - Setting high expectations for the attendance and punctuality of all pupils
 - Promoting good attendance and the benefits of good attendance
 - Reducing absence, including persistent and severe absence
 - Ensuring every pupil has access to the full-time education to which they are entitled
 - Acting early to address patterns of absence
 - Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2.0 Legal Framework

- 2.1 This policy is based on the Department for Education's (DfE's) statutory guidance 'Working together to improve school attendance and school attendance parental responsibility measures.

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

- Part 6 of the Education Act 1996



□ Part 3 of the Education Act 2002

□ Part 7 of the Education and Inspections Act 2006

- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

- School Census Guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

3.0 Safeguarding

- 3.1 Every pupil should be able to learn in an enjoyable and safe environment and be protected from harm. We respect and value all children and are committed to providing a caring, friendly, and safe environment for all our pupils, so they can learn and participate in school activities in a relaxed and secure atmosphere.
- 3.2 Attending school regularly promotes the welfare and safety of children whilst they are not in the care of their parents/carers. Safeguarding is about offering early help and support to children and families, and difficulties with attendance and lateness may be signs that something is worrying the child or that there are difficulties within the family. Poor or irregular attendance, persistent lateness, or children missing from education may be considered a safeguarding matter if this places a child at risk of harm.
- 3.3 Safeguarding the interests of each child is everyone's responsibility and within the context of this school; safeguarding and promoting the welfare and life opportunities for children encompasses: Attendance, Behaviour Management, Health and Safety, Access to the Curriculum and Anti-bullying, protecting children from abuse and neglect, online safety, radicalisation and extremism, FGM and CSE.
- 3.4 More information on safeguarding and the protection of children can be found on the school's website (Information > Policies and reports > Safeguarding Policy).
- 3.5 To allow us to safeguard the children in our care, parents and carers must provide the school with their current contact details and provide at least three other contact numbers in case of emergency.
- 3.6 At least annually, we will actively request that parents and carers check and confirm the contact details we have on record so that children can be supported to attend school and that we hold current contact details.
- 3.7 It is also important for parents to inform the school of any specific vulnerability in relation to their child or home circumstances this includes notifying the school if home circumstances change, including the use of private fostering arrangements so there is a clarity of responsibilities to ensure school support and to prioritise school attendance.

4.0 Categorising Absence

- 4.1 Where pupils of compulsory school age are recorded as absent, the register must show whether the absence is authorised or unauthorised.
- 4.2 Absence can only be authorised by the principal and cannot be authorised by parents. All absences will be treated as unauthorised unless a satisfactory explanation for the pupil's absence has been received.
- 4.3 Parents must advise the school by telephone 0161 740 5996 (Option 1) on the first day of absence and continue to keep regular contact until your child is well enough to return to school.

4.4 Absence will be categorised as follows:

- 4.4.1 **Illness:** Parents may be asked to provide medical evidence to allow the principal to authorise absence where appropriate. This will usually be in the form of an appointment card, prescription, etc.

The school would advise parents always to keep the school informed of any medical conditions their child may have and provide information from either their GP or specialist consultant from the hospital. Where children have medical conditions that will impact on their attendance, then the school will put support in place.

- 4.4.2 **Medical/Dental Appointments** Parents are advised where possible to make medical and dental appointments outside of the school day. Where this is not possible, pupils must attend school for part of the day. Parents must show the appointment card to school.

- 4.4.3 **Other Authorised Circumstances** This relates to where there is cause for absence due to exceptional circumstances.

- 4.4.4 **Suspended or Excluded (No alternative provision made)** **Exclusion** from attending school is counted as an authorised absence. The child's class teacher will make arrangements for work to be sent home.

- 4.4.5 **Religious Observance** Cheetham CofE Community Academy acknowledges the multi-faith nature of British society and recognises that on some occasions, religious festivals may fall outside school holiday periods or weekends and this necessitates a consideration by written request by the parent of authorised absence.

- 4.4.6 **Traveller Absence** It is expected that Traveller children, in common with all other children, are to attend school as regularly and as frequently as possible (see *Appendix 4*)

- 4.4.7 **Late Arrival** Registration opens at 8:50 am and closes at 9 am. Learning will commence at 8:50 am. Pupils arriving after 9 am will be marked as present but arriving late (code L). The register will close at 9:20 am and pupils arriving after the close of register will be recorded as late (code U), this is not authorised.

On arrival after the close of the register, pupils must immediately report through to the community room/school office to ensure that we can be responsible for their health and safety whilst they are in school. The absence will only be authorised if a satisfactory explanation and evidence can be provided for the late arrival, for example, attendance at a medical appointment. The absence will be recorded as unauthorised if the pupil has arrived late without justifiable cause.

- 4.4.8 **Unauthorised absence** - Absences will not be authorised unless parents have provided a satisfactory explanation and that it has been accepted as such by the principal.

These absences will not normally be authorised:-

- Family holidays or extended trips abroad.
- Family events such as weddings and birthdays.
- Parent/carer illness or medical appointments.
- Extended visits abroad to obtain a visa or passports; it is expected that this is done during the holiday period.
- To seek medical advice or treatment abroad.

Please note:-

- Parents who need to take their child out of school during term time due to exceptional circumstances must send a written request to the principal and provide evidence for their request. Retrospective requests will not usually be considered and therefore will result in the absence being categorised as unauthorised.
- Parents requesting leave for travel to countries deemed as unsafe to travel by the government (<https://www.gov.uk/foreign-travel-advice>) will not be authorised under any circumstances. In circumstances where requests have been made, leave will be declined in writing and information from the website will be given to parents.

- 4.4.9 A full list of the Department for Education (DfE) Registration Codes can be found in Appendix 3.

- 4.5 All requests for leave of absence in term, including holidays, will be responded to in writing.

- 4.5.1 If a pupil fails to return from a leave of absence and contact with the parents has not been made or received, the school may take the pupil off the school's roll in compliance with the Education (Pupil Registration) (England) Regulations 2013. This means that the child will lose their school place.

- 4.5.2 If the permission to take leave is not granted and the parent takes their child out of school, the absence will be unauthorised. In such cases the school may request the local authority issue a Penalty Notice or consider other legal sanctions including prosecution in the magistrate's court. This will follow Manchester Statutory Action Escalation Pathway

5.0 Roles and Responsibilities

5.1 Governance:-

Cheetham CofE Community Academy has a link governor for attendance, Rev. Sarah Fletcher

The governing board is responsible for:-

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the principal to account for the implementation of this policy
- Making sure that the school's attendance management system is delivered effectively
- Making sure the school has high aspirations for all pupils but adapts processes to pupils' individual needs

5.2 The Principal:

The principal is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting the Senior Leadership Team and Senior Attendance Officer with reviewing termly the attendance of various cohorts and monitoring areas of concern.
- Monitoring the impact of any implemented attendance strategies
- Monitor the data around requests for statutory action and ensure the Attendance Lead and Officer are working in line with Manchester's Statutory Action Escalation Pathway (Appendix 1).
- Ensuring effective communication between school, the Local Authority and parents/carers of pupils with Special Educational Needs (SEND) where there are barriers to attendance which relate to the pupils' needs
- Following Manchester City Council's Children Missing Education (CME) Protocol when a pupil's whereabouts are unknown

5.3 The designated Principal and Senior Attendance Officer are responsible for School Attendance:

The designated Principal and Senior Attendance Officer are responsible for:

- Leading attendance across the school.
- Offering a clear vision for attendance improvement.
- Benchmarking attendance data to identify areas of focus for improvement.
- Working with the local authority and other stakeholders to improve attendance.
- Evaluating and monitoring expectations and processes.
- The principal and senior attendance officer will attend networking events and forums relating to attendance to keep abreast of best practice, any changes in statutory

legislation, obtaining information on local and national data on attendance, identifying training opportunities and cascading information to staff and the senior leadership team.



- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance

identified through data

- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families
- Attending home visits where there are attendance and safeguarding concerns.
- Establishing and maintaining effective systems for tackling absence and making sure they are followed by all staff
- Having a clear oversight of data relating to their Key Stage area or targeted pupils.

The designated Senior Attendance Officer responsible for Attendance is Zoe Gallagher and can be contacted via the school number 0161 740 5996 or by email at attendance@cheetham.manchester.sch.uk

5.4 The Attendance Officer:

The school attendance officer is responsible for:

- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior attendance officer.
 - Working with the senior attendance officer and families to tackle persistent and severe absence.
 - Educating families and pupils around the importance of attendance and punctuality and referring families to the senior attendance officer where support may be needed.
 - Advising parents/carers around statutory action.
 - Support the senior attendance lead in rolling out new strategies to improve attendance.
 - To manage the daily duties around attendance including:-
 - Daily calls and messages through Parentmail and emails are made where pupils' whereabouts are unknown. Emergency contacts may be contacted if parents do not respond to messages left.
 - Home visits
 - Lates – recording lates; send messages to parents when late; running weekly reports to the senior attendance officer.
 - Ensuring compliance around statutory action
 - Responding to requests for leave in writing
 - Applying for statutory action
 - Ensuring reward systems are implemented
 - Ensuring compliance around completion of CME (child missing in education) documentation and off-rolling pupils.
- Advising parents on attendance matters

The attendance officer is Rihab Al-Asadi and can be contacted via the school number 0161 740 5996 or by email at attendance@cheetham.manchester.sch.uk

5.5 Senior Mental Health Lead is Gaynor Tigue, Assistant Principal

A Senior Mental Health Lead is responsible for:



- Strategic oversight for setting a whole school approach to mental health and wellbeing

- Promoting the health and wellbeing of children and young people

in school

- Action taken aligned to Manchester's Emotional Barriers to School Attendance (EBSA) pathway

5.6 Class teachers

Class teachers are responsible for

- Class teachers are responsible for recording attendance twice daily, by 9 am and within 15 minutes of pupils returning from lunch.
- Talking to pupils regarding their absences when they return to school.
- Educate pupils around the importance of good attendance and punctuality.
- Class teachers will meet with their year heads to discuss concerns for pupils whose attendance is a concern.
- Year heads will then meet with the senior attendance lead and the pastoral team at least termly to discuss planning for interventions for pupils with attendance concerns/persistent absent and severe absent pupils to help both pupils and their parents to improve their attendance.

5.7 School administration staff:

School **administration** staff are responsible for:

- If they receive messages from parents/carers about absence, they will record it on the school system in a timely manner.
- Requesting evidence and recording when pupils are either dropped to school late or collected before the end of the school day to attend appointments or for any other reason. In line with health and safety, they are responsible for ensuring the school data system is updated appropriately.

5.8 Parents/carers: Parents/carers are expected to:

- Make sure their child attends every day and on time
- Ensure that, with help when needed, their child/ren establish good routines. These can include getting children to bed early enough, allowing for a good night's sleep. A good morning routine which allows your children enough time to get ready, have breakfast and get to school on time.
- Call the school to report their child's absence before 9 am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 2 emergency contact numbers for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- When planning travel abroad, ensure that this takes place during the holiday period. The school calendar can be obtained from the school website to help plan for your holidays.
- Engage with school support aimed at improving school attendance
- Seek support, where necessary, for maintaining good attendance by contacting Zoe Gallagher or Rihab Al-Asadi on the school number 0161 740 5996 or by email attendance@cheetham.manchester.sch.uk

5.9 Pupils:

Pupils are expected to:

- Attend school every day on time
- Talk to a trusted adult in school if you are worried about anything in school or at home which could be affecting your attendance.

6.0 Attendance Data

6.1 Use of Attendance Data

The school will:

Monitor attendance and absence data half-termly, termly, and yearly across the school and at an individual pupil level.

Identify whether there are groups of children whose absences may be a cause for concern or particular cohorts of pupils where attendance is affecting their achievement/outcomes.

Pupil-level absence data will be collected each term and published at national and Local Authority level through the DfE's school absence national statistics releases and the View Your Education Data (VYED) system.

The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average and share this with the Governing Board.

6.2 Analysing attendance data

The school will:

- **Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families**
- **Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns**
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence

6.3 Using data to improve attendance

The school will:

- **Provide regular attendance reports to parents, class teachers and other school leaders, to facilitate discussions with pupils and families**
- **Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies**
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families

6.4 Reducing persistent and severe absence



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

The school will:

- **Use attendance data to find patterns and trends of persistent and severe absence**
- **Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school**
- **Provide access to wider support services to remove the barriers to attendance**
- **Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education**
- **Schools will conduct home visits (announced and unannounced), send warning letters, monitor data and meet with parents to offer support and target unauthorised absence.**

7.0 Support Systems

- 7.1** Schools recognise that poor attendance is often an indication of difficulties and trauma in a child's life. This may be related to problems at home and/or in school. Parents should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and/or behaviour in school, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help the school identify any additional support that may be required. It is expected that the child and their family work collaboratively with school to identify the emotional barriers to School Attendance (EBSA) resources most appropriate for support and to accept the support that is offered or advised.
- 7.2** Cheetham CofE Community Academy also recognises that some pupils are more likely to require additional support to attain good attendance, for example, those pupils with special educational needs, those with physical or mental health needs, migrant and refugee pupils and children with a social worker.
- 7.3** The school will implement a range of strategies to support improved attendance for all pupils. Strategies used can be found in Appendix 2
- 7.4** If a pupil has an Education, Health & Care plan, Cheetham CofE Community Academy will communicate with Manchester City Council EHCP Team at an early stage once they become aware of barriers to attendance that relate to the child's needs.
- 7.5** Our school will follow the '**Statutory Action Escalation Pathway**' guidance from Manchester City Council which aims to adopt a support-first principle, see **Appendix 1**.

Where parents fail or refuse to engage with the support offered and further unauthorised absence occurs, Cheetham CofE Community Academy may consider the use of legal sanctions following Manchester City Council's Code of Conduct.



8.0 Legal Sanctions

8.1 Cheetham CofE Community Academy will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

- 8.2 Manchester City Council, upon a request from school, can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.
- 8.3 Before requesting a legal sanction, the school will consider the individual case, including:
- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks). These sessions can be consecutive or sporadic, and the period of 10 weeks can also span different terms or school years.
 - Whether the school believes that a parent is deliberately attempting to avoid triggering the national attendance threshold. This could include situations where a parent takes a term-time holiday during fragmented weeks, such as those following bank holidays or inset days.
 - Whether a penalty notice is the best available tool to improve attendance for that pupil.
 - Whether appropriate support has been put in place.
 - Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate.
- 8.4 Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.
- 8.5 The payment must be made directly to the local authority. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.
- 8.6 If issued with a first penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.
- 8.7 If a second penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.
- 8.8 A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

Notice to Improve

- 8.9 If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, a Notice to Improve letter will be issued in line with processes set out in Manchester City Council's Code of Conduct. This will include a clear warning that a penalty notice may be issued if attendance doesn't improve



within the monitoring period, which will be up to 6 weeks. Sufficient improvement will be decided on a case-by-case basis.

Appendix 1: Statutory Action Escalation Pathway

 MANCHESTER CITY COUNCIL				
Statutory Action Escalation Pathway				
1. Support First	2. Notice to Improve	3. First Action (£80)	4. Second Action (£160)	5. Final Action
Manchester adopts a 'support first' principle. All families should be offered good support to break down in-school and out-of-school barriers to attendance in line with Manchester's Graduated Approach.	Sporadic Absence: Issued for 10 sessions of unauthorised absence over a 10-week period. Families are offered up to 6-weeks to improve their attendance and engage with support. A family can move onto the next stage before 6-weeks if they do not engage with support or there is no clear sign of improvement. Holidays Not used for unauthorised holidays taken in term time	Sporadic Absence: Issued for 10 sessions of unauthorised absence over a 10-week period. Holidays Issued for a first unauthorised holiday taken in term time. PENALTY: £80 per pupil, per parent if paid within 21 days. £160 up to 28 days. If unpaid within 28 days, it will proceed to court	Sporadic Absence: Issued for a second period of 10 sessions missed over a 10-week period <i>within a 3-year rolling time frame</i> Holidays Issued for a second unauthorised holiday taken in term time over a 3-year period PENALTY: £160 per pupil, per parent. If unpaid within 28 days will proceed to court	A weekly panel will meet to decide appropriate next steps for pupils who reach this stage of the escalation pathway. Options include: PACE Face to Face PACE by Post Direct Prosecution Section 1 Direct Prosecution Section 1a Formal Caution No Further Action Pupils coming into this stage of the pathway for further offences will be taken to multi-agency panels such as Early Help Allocations or Advice & Guidance (social care)
For more detail, please refer to Manchester's Code of Conduct for the issuing of Penalty Notices. For general school attendance enquiries please use the contact details below 0161 234 5255 schoolattendance@manchester.gov.uk			 Three Year Rolling Period	

SCHOOL ATTENDANCE TARGET FOR 2026/27 IS 97%

GREEN

Pupils with attendance between 100% and 97%

- Educate pupils and parents throughout the year on the importance of good attendance and punctuality through assemblies, rewards systems and class teacher discussions with pupils.
- Parents will receive a letter home congratulating them on supporting their child's good/excellent attendance.
- Pupils will be rewarded within the school's award systems in recognition of good/excellent attendance and punctuality.
- Pupils with this level of termly and annual attendance and punctuality will receive a certificate of achievement.
- Pupils in EYFS (Nursery and Reception) will have their own rewards system with special bear visitors Hero (Here every day ready on time) and Sam (School attendance matters) will be the reward for the highest class attendance and punctuality.

AMBER

Pupils with attendance between 96.9% and 90.1%

- Educate pupils and parents throughout the year on the importance of good attendance and punctuality through assemblies, rewards systems and class teacher discussions with pupils.
- Class teachers to confirm with the pupil the reason for absence and support for missed work and reintegration.
- The attendance team will send parents a letter advising of their child's attendance and guidance on how they can help their child to improve their attendance and offer any support the family may need to improve their child's attendance.
- Home visits (announced and unannounced).
- Attendance support meetings.
- Offer of support through universal services or Early Help.
- Young carers identification/assessment.
- Support families of SEND children – drops in, local offer and local charities.
- Referral to local youth services M-Thrive, Youth Zone etc to support children's wellbeing.

RED



Pupils with attendance below 90%

Pupils who have attendance below 90% are persistently absent, and pupils below 50% are considered severely absent from school.

To ensure that intervention is focused and meets the needs of individuals, pupils will be discussed at the pastoral meetings held between the Senior Leadership Team, Year heads, Pastoral, Class Teachers and the Attendance Team.

Pupils who are classed into one of the following vulnerable groups must be identified at pastoral meetings, and they may require more specialist interventions:-

- Looked After Children and Children on the Child Protection Register
- Special Educational Needs
- Young Carers
- Families supported through Early Help; Child In Need or Child Protection Plans
- Parents with mental health problems
- English as an Additional Language
- Other

A plan of action could include:-

- Identify underlying in-school barriers that may be causing the pupil's absence.
- Follow the Emotional based school nonattendance (EBSA) pathway and tools to identify with pupils and parents any underlying barriers to attending and to put in support.
- Listen to the voice of the child using tools such as the 3 houses to help identify underlying barriers inside and outside of school that may be causing the pupil's absence and consider appropriate support.
- Review the pupil's academic progress and make links to the pupil's attendance
- Through termly pastoral meetings, implement a Pastoral Support Plan or review other existing pupil plans to include support and improve attendance. If other agencies are involved, is a multi-agency meeting or review required to address concerns?
- Access pastoral support in school where pupils have barriers to attendance.
- Ensure that weekly contact occurs with the pupil either individually or within a small group to address themed issues.
- Regular home visits (announced and unannounced).
- Attendance Team to invite parents in for a meeting, discuss attendance and support through Early Help.
- Attendance parenting contracts to be used where persistent absences and severe absences continue. There must be clear objectives and actions and reviewed monthly with parents.
- Safeguarding issues at this level of absences must be considered. Support from the DSL safeguarding lead, safeguarding supervision, ASG (Advice and guidance service), drops-ins, and children's services may need to be considered where there are concerns around Educational Neglect or wider issues that are preventing a child from attending school.
- The SENCO may decide to use time-limited part-time timetables in line with the Emotional-based school non-attendance (EBNA) pathway.
- Where parents fail or refuse to engage with the support offered and further unauthorised absence occurs, Cheetham CofE Community Academy may consider the use of legal sanctions following Manchester City Council's code of conduct.

LATES

- Punctuality and attendance are built into the new behaviour and relationship policy under the “be ready to learn” section. Children are reminded of this by teachers in class and by senior leaders at collective worship time. There will be advice and guidance around helping your child to attend regularly and why it’s important.
- Initially, the attendance officer will analyse punctuality data each week and discuss with the senior attendance officer which families to call.
- Termly, the attendance officer and senior officer will meet to discuss those families who continue to be consistently late. Those parents/carers may be invited in to discuss their child’s punctuality, and there will be an offer of support.
- After offering support, if lates continue to be a problem, then this may be escalated to a member of the senior leadership team, and parents may be asked to come into school for a meeting, and there will be a further offer of support.
- If parents/carers continue to regularly bring their child to school late or collect them late, then discussions will take place with the Designated Safeguarding Lead.

Appendix 3 – Attendance Codes

The following codes are taken from the DfE’s guidance on school attendance.

Code	Definition	
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending at a place other than at school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registration	Pupil is attending a session at another setting where they are also registered
Absent – approved leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances

Absent – other authorised reasons

T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made

Absent – unable to attend school because of unavoidable cause

Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: - In police detention - Remanded to youth detention, awaiting trial or sentencing, or - Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes

Absent – unauthorised absence

G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes (must be cleared at least weekly)
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be

		recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 4: Traveller Family Absence

To protect Traveller parents from unreasonable prosecution for non-attendance, the Education Act 1996, section 444(6), states that a Traveller parent is safe from prosecution if their child accrues 200 attendances (i.e. 200 half days) in the year preceding the absence. This applies only when the family proves it is engaged in a trade or business that requires it to travel and when the child is attending school as regularly as that trade permits.

When in or around Manchester, if a family can reasonably travel back to their Base School (see below) then the expectation is that their child will attend full-time.

Cheetham CofE Community Academy will be regarded as the base school if it is the school where the child normally attends when they are not travelling. However, the pupil must have attended in the last 18 months. Traveller children can register at other schools temporarily while away from their base school; in such cases, the pupil's school place at Cheetham will be kept open for them whilst travelling. This is to protect them from unfairly losing their place at their school of usual attendance.

Cheetham CofE Community Academy can only effectively operate as the child's base school if it is engaged in on-going dialogue with Traveller families. This means that parents must:

advise of their forthcoming travelling patterns before they happen; and

inform the school regarding proposed return dates

Cheetham CofE Community Academy will authorise absence of Traveller children if we are satisfied that a family is travelling for work or trade purposes and has given indication that they intend to return.

Traveller children will be recorded as attending an approved educational activity when:

The child is on roll and attending another visited school

Undertaking supervised educational activity under the jurisdiction of another Local Authority's Traveller Education Service

The child is undertaking computer-based distance learning that is time-evidenced

Where Traveller children are registered pupils at a school and are known to be present either at a site (official or otherwise) or in a house and are not attending school, the absence will be



investigated in the same way as that for any pupil and appropriate statutory action may be undertaken.