



Cornerstone Academy Trust

Attendance Policy

Senior Leader responsible for managing this policy	
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Cornerstone's Vision for Attendance

Cornerstone Academy Trust are committed to providing a full and effective educational experience for all pupils. We believe that if pupils are to benefit from education, punctual daily attendance is crucial. Irregular attendance undermines the educational process and can lead to educational and social disadvantage. A culture of high attendance and full engagement in school life is essential in order for children to progress and benefit from all school has to offer.

The Trust actively promotes and encourages 100 per cent attendance for all our pupils. We recognise that parents have a vital role to play and that there is a need to establish strong home-school links and communication systems that can be utilised whenever there is concern about attendance.

We believe that improving attendance is everyone's business and if there are problems which affect a pupil's attendance, we will investigate, identify and strive in partnership with parents and pupils to resolve those problems as quickly and efficiently as possible. We will adopt a clearly focused approach aimed at returning the pupil to full attendance.

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(Including the escalation process)

Statement of Intent

We want your child to thrive in our school every day. We build strong and enduring relationships because we believe this is the foundation pupils need to fully engage in our community, to feel a sense of belonging and succeed.

Every child has a right to access education, and **everyone** is responsible for supporting and promoting excellent school attendance and punctuality. Cornerstone Academy Trust are committed to providing the highest quality of education to our pupils and we recognise the clear link between attendance and the progress of our pupils.

The aim of this Attendance Policy is to enable Cornerstone Academy Trust to provide a consistent practice that actively encourages and supports the highest possible levels of attendance for all our pupils. Cornerstone Academy Trust takes a whole-school approach to maintaining regular attendance and to achieve this, all members of our school community have an important contribution to make. It is vital that we work in partnership to ensure that any in-school or out-of-school barriers are removed at the earliest opportunity, this is achieved through early and meaningful support.

We support parents to perform their legal duty to ensure their children attend school regularly and in addition, promote and support punctuality.

We are committed to taking positive action in the line with the Equality Act (2010) regarding the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership. We make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage. Our relentless approach to ensuring our pupils attend school and receive the education that they deserve, and are entitled to, is central to our school values.

This policy is supported by policies relating to child protection and safeguarding, anti-bullying, behaviour strategy, equality and diversity, SEND and teaching and learning.

It is our duty to strive for 100% attendance for all pupils so that they can take full advantage of the opportunities offered. It is vital that your child is at school, on time, every day the school is open, unless the reason for absence is unavoidable. Therefore, this policy has been created to help support the school in effectively managing absences so that the children can make the most of the educational and life opportunities available to them.

In summary, Cornerstone Academy Trust aims to meet its obligations relating to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence by effectively removing the barriers to attendance
- Ensuring every pupil has access to full-time education to which they are entitled
- Acting early to address patterns of absence
- Minimising the disruption caused by late arrivals or non-attendance to the quality of the education and provisions for all pupils

1 Scope of Policy

This policy applies to all school leaders, staff, parents, and pupils.

- 1.1 For the purposes of this policy, references to ‘teachers’ include all paid staff responsible for the supervision of pupils.
- 1.2 For the purposes of this policy, references to ‘pupils’ include all learners in our school.
- 1.3 For the purposes of this policy, references to ‘school’ refers to all education settings, regardless of type.
- 1.4 For the purposes of this policy and the procedures, we refer to Section 576 of the Education Act which defines the ‘parent’ of a pupil or young person as:
 - Both of their natural parents, whether they are married or not.
 - Any person who, although they are not the natural parent, has parental responsibility for the pupil or young person, as defined in the Children Act (1989).
 - Any person who, although not the natural parent, has the care of the pupil or young person i.e., a person with whom the pupil lives, irrespective of their relationship to the pupil.

2 Legal Framework

This policy meets the requirements of the working together to improve school attendance from the Department for Education (DfE) and refers to the DfE’s statutory guidance on school attendance parental responsibility measures.

These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- The Education Act (1996)
- The Education Act (2002)
- The Education and Inspections Act (2006)
- The Education (Pupil Registration) (England) Regulations (2006)
- The Education (Pupil Registration) (England) Regulations (Amendment 2010)
- The Education (Pupil Registration) (England) Regulations (Amendment 2011)
- The Education (Pupil Registration) (England) Regulations (Amendment 2013)
- The Education (Pupil Registration) (England) Regulations (Amendment 2016)
- The Education (Penalty Notices) (England) Regulations (Amendment 2013)

This policy also refers to the DfE’s guidance on the school census, which explains the persistent absence threshold.

Responsibilities

- 3.1 All children aged 5 - 16 years must receive suitable education. (Section 7, *Education Act (1996)*). A pupil of compulsory school age who is registered at a school must, by law, attend regularly.
- 3.2 By law, parents have the prime responsibility for ensuring that pupils of compulsory school age attend regularly. (Section 576, *Education Act (1996)*).
- 3.3 The Local Authority (LA) must offer educational provision for all children of school age.
- 3.4 By law, all schools (except those where all pupils are boarders) are required to keep an attendance register, and all pupils must be placed on this register from the beginning of the first day on which the school has agreed or has been notified that the pupil will attend the school.
- 3.5 Every entry in the attendance register will be preserved for 3 years after the date on which the entry was made.
- 3.6 By law, all schools must keep an admissions' register, the contents of which includes all pupils, their personal details, (including at least two telephone numbers for different safe adults, to ensure that we can always contact someone in the event of an emergency), the date of admission (or re-admission), information regarding parents and details of the school last attended.
- 3.7 Pupils will be removed from roll only when they complete their education stage, transfer to another school, move out of the area or emigrate or following a parental request for elective home education. We follow statutory guidance for removing pupils from roll and notifying the local authority. Further information can be found in Appendix 6.
- 3.8 There is a clear link between attainment and attendance. Under **section 444 (1)** of the **Education Act 1996** (EA 1996), a parent commits an offence if they fail to ensure their child's regular attendance at a school where the child is registered. We therefore enforce the use of statutory action to encourage and promote attendance, this is done to ensure that all pupils can benefit from their legal right to receive an education.
- 3.9 School will communicate attendance concerns to the pupil's social worker, if they have one or The Virtual School Head, if the pupil is a looked after child. This will be done as soon as there is an attendance concern and immediately upon becoming a persistent absentee. Unexplained absences will also be communicated to the social worker and Virtual School Head, where relevant.
- 3.10 We have a roles and responsibilities framework outlined in Appendix 3 to complement this policy. This defines agreed roles and responsibilities for parents, pupils and staff. This includes the new responsibility for our School Attendance Champion who is Louise Morris.

3 Definitions

- 4.1 A pupil is classed as absent if they arrive after the register has closed or if they do not attend for any reason.

4.2 An authorised absence is when approval has been given in advance for a pupil of compulsory school age to be absent for a specific (legal) purpose, or we have accepted an explanation offered afterwards as justification for absence from a parent or carer. This may include:

- An absence for illness for which we have granted leave
- Medical or dental appointments may be granted leave where every attempt has been made to arrange outside of school hours, has been unsuccessful and so cannot be avoided, or where the appointment is a genuine emergency
- Religious or cultural observances for which we have granted leave. The day must be exclusively set apart for religious observance by the religious body to which the parents or pupil belong. Where necessary, we will seek advice from the parents' religious body about whether it has set the day apart for religious observance
- An absence due to a change to exceptional circumstances

4.3 An unauthorised absence is defined as one where we are not satisfied with the reasons given for the absence. Reasons may include:

- Parents keeping children from attending unnecessarily or without reason
- Missing sessions before or during the school day
- Absences which have never been properly explained
- Arrival after the register has closed
- Day trips and holidays in term time that have not been agreed
- Leaving our school without authorisation during the day

4.4 Persistent Absence is defined as: 10% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.

4.5 Severe Absence is defined as: 50% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.

4.6 Persistent lateness is defined as pupils who have five or more late marks recorded in a single half-term.

4 Monitoring and Reviewing Attendance

5.1 We recognise that early intervention can prevent poor attendance. We monitor attendance and punctuality throughout the year. We recognise that certain groups of pupils may be more at risk of poor attendance and will provide support and assistance wherever possible.

5.2 We set challenging attendance targets for the whole school.

5.3 Pupil-level absence data is collected regularly and published at national and local authority level through the DfE's school absence national statistics releases. We compare our attendance data to the national average.

5.4 Specific measures are taken to monitor attendance. These processes are embedded and regularly checked to ensure the effective safeguarding of all pupils through specific tailored interventions. Data on attendance is collected and analysed a minimum of once a half term. Key analysis is made of:

- Patterns of absence

- Patterns of lateness
- Patterns of medical appointments
- Correct and consistent use of absence codes
- Trends in reasons for absence, for example, use of the C code, leave of absence and exclusions
- Trends in particular groups of children for example, pupils with Special Educational Needs and Disability (SEND).

5.5 Attendance data informs action planning and supports the identification of key priorities in our school development plan and future revisions of this policy. The attendance data will be reported to the Headteacher / Head of Schools/ Deputy Head of Schools and all other relevant staff, to facilitate discussions with pupils and families. Data will also be used by the school to monitor the impact of any interventions put in place to modify them and inform future strategies.

5 Reviewing this Policy

This policy will be reviewed every three years or in the following circumstances:

- Changes in legislation and/or government guidance
- As a result of any other significant change or event
- If the policy is determined not to be effective

Appendices

Appendix 1

1. Key Personnel –

Headteacher		Jonathan Bishop
	Email	Jonathan.Bishop@tcat.education
Head of School		Nina Rothery (BCPS/WCPS) Chris Hall (YVPS/ MCPS)
	Email	Nina.Rothery@tcat.education Chris.Hall@tcat.education
Attendance Champion		Louise Morris
	Email	Louise.Morris@tcat.education
Senior Administrator		Maria Wheatcroft
	Email	Maria.Wheatcroft@tcat.education
Trustee responsible for attendance		Ken Dyson
	Email	Kdyson@tcat.education

2. Maintaining an Attendance Register

2.1 The attendance register will be taken at the start of the first session of each school day and once during the pm session. It will mark whether each pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

2.2 Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person making the amendment

2.3 The school gates are open from: 8:30am. The school day starts at 9.00am. All pupils should be in their classroom at this time.

2.4 The first (morning) registration session starts at 9.00am. Pupils will receive a late mark if they are not in their designated classroom by 9.00am. The register closes at 9.30am. Pupils will receive a mark of absence if they do not attend before this time. Attendance after the register closes will receive a mark to show that the pupil is on site, (U) but will count as an absent mark.

2.5 Pupils arriving late should report to the main school office and sign inventory and state the reason for being late. The administrator will update Arbor and take the children to class.

2.6 The second (afternoon) registration session start at 1:15pm.

- 2.7 If a pupil needs to leave school during the day, they must sign out at the main reception with a parent once authorisation has been given from the Deputy Head or Head of School.
- 2.8 Pupils educated off-site are monitored daily for their attendance at the off-site/alternative provision. Staff work closely with the staff at the off-site provision, the pupil, and their parents to support the pupil to maintain good attendance.

3. Recording Attendance

- 3.1 The national absence and attendance codes enable schools to record and monitor attendance and absence in a consistent way which complies with the regulations. They are also used for collecting statistics through the Census. The data helps schools, local authorities, and the Government to gain a greater understanding of the level of, and the reasons for absence. See Appendix 4 for the DfE attendance codes.
- 3.2 There should be no pre-population of codes and individual school tracking systems which monitor the whereabouts of pupils educated off-site, must be robust and quality assured regularly.
- 3.3 Where pupils are dual registered, are on voluntary service or are taking part in other approved educational activities, the register will be updated following regular discussion and information sharing with the other establishment.
- 3.4 The administrator for each school will check the missing register report throughout the day and report any registers that have not been completed.

4. Reporting Absence

- 4.1 It is the responsibility of the parent to inform us of a pupil absence and to inform us of any changes to contact details.
- 4.2 Parents are expected to inform us of their pupil's absence before 9:00 am on each day of absence providing the reason for absence and when their pupil will be returning to school. We will contact parents and/or other listed emergency contacts where no contact has been made. Where required, we may conduct reasonable enquiries with friends or neighbours and may carry out welfare home visits as necessary. If no contact is made, we may request a welfare check from the police.

5. Reasons for Absence

5.1 Appointments

- 5.1.1 As far as possible, medical, and dental appointments should be made outside of the school day. Where this is not possible, an appointment card or other form of appointment confirmation should be sent to us prior to the appointment.
- 5.1.2 Pupils must attend before and after the appointment wherever possible. If the appointment requires the pupil to leave during the day, they must be signed out by an adult listed on the pupil's record. Should a pupil arrive late following an appointment, they should report to the school office to be signed in by the administrator.
- 5.1.3 Absences for medical appointments will be recorded with an M code.

5.2 Religious Observance

- 5.2.1 Parents must inform us, in advance, if absences are required for days of religious observance. We will authorise absences where a reasonable request is made. The day must be exclusively set apart for religious observance by the religious body to which the parents belong. Where necessary, we will seek advice from the parents' religious body about whether it has set the day apart for religious observance.
- 5.2.2 Absences for religious observance will be recorded with the R code.

5.3 Illness

- 5.3.1 In order to make informed decisions about their pupil's fitness for attending parents are encouraged to refer to the NHS guidance 'Is My Child Too Ill for School?'. Any authorisation of absence through illness is done so at the discretion of the Head of School or member of staff delegated to carry out this task.
- 5.3.2 In the case of an illness which lasts for five days or more (or four days in the event of an INSET day or Bank Holiday), parents may be asked to provide additional medical evidence before authorising the absence, however this will only be requested if there is any genuine and reasonable doubt about the authenticity of the illness. In this instance, if medical evidence is not provided, the absence may be recorded as unauthorised.
- 5.3.3 Where attendance is of a serious concern, we may require medical evidence to authorise any further periods of absence through illness. This will be determined on an individual basis. Parents will be notified of this by letter. Telephone calls and handwritten notes from a parent will not be accepted as medical evidence when attendance is a serious concern. For the purpose of this policy, 'serious concern' may be defined as: repeated unexplained/unauthorised absences or 3 x separate illnesses within a half term where no medical condition or underlying health issues have been identified.
- 5.3.4 Acceptable forms of medical evidence include:
- Medical card with one appointment entered with the pupil's name and surgery stamp included, signed by the receptionist
 - Letter from a professional such as a hospital consultant
 - Evidence of consultation with NHS 111
 - Medication prescribed by a GP
 - Copy of prescription
 - Print screen of medical notes / call log
 - Letters detailing hospital appointments Doctor or GP 'sick notes' are not required, and we do not expect parents to request these from their GPs.
- 5.3.5 In some cases, a pupil may be absent for long term due to an illness or injury. We will liaise with families to ensure children return to school quickly and that there are no safeguarding concerns. On occasions where this is not possible, and the section 19 threshold is met, we will make a referral to the Local Authority Medical Panel which provides educational opportunities for pupils who are unable to attend their regular school.

5.4 Traveller Pupils Travelling for Occupational Purposes

- 5.4.1 Traveller pupils travelling for occupational purposes covers Roma, English and Welsh Travellers, Irish and Scottish Travellers, Circus workers, Bargees (occupational boat dwellers), Showman and New Travellers. Absence may be authorised only when a Traveller family is known to be travelling for occupational purposes and has agreed this with us, but it is not known whether the pupil is attending educational provision.

The aim for the attendance of Traveller students, in common with all other students, is to attend school as regularly and as frequently as possible.

To protect Traveller parents from unreasonable prosecution for non-attendance, the Education Act (1944), Section 86, states that a Traveller parent/carer is safe from prosecution if their child accrues 200 attendances (i.e., 200 half days) in a year. It is important to note that this is only relevant when the family are engaged in a trade or business that requires them to travel and when the child is regularly attending school when that trade/business permits following a request from parents (and the minimum 200 session criteria is met).

It does not mean that part-time education for Traveller pupils is legally acceptable, nor does it relieve parents/carers of their duties to ensure that their child is receiving a suitable education when not at school.

It is parent's responsibility to:

- Ensure that your child's ethnicity has been registered with the school. You can ask the school to correct this or update it.
- Ensure you tell your child's school ahead of time. 2 weeks' notice is useful.
- Your children should attend as much school as possible.
- It is the parent's responsibility to ensure their child is accessing at least 100 days (200 sessions) of school in any 12-month period.
- To have regular contact with their child's school whilst travelling. Once a week is suggested.
- To support their child to complete the work set by schools whilst travelling.
- If staying in a new area for a week or more, the parent/guardian can register their child for a temporary place at any school – called 'dual registration'.

It is the school's responsibility to:

- Allow Traveller pupils to travel with their parents for work purposes.
- Create work packs for their pupils to complete when away.
- Arrange times for at least a weekly 'check in' with the family. This can be through a call or email.
- Contact the Local Authority if they have concerns.
- Mark pupil's work and provide valuable feedback.
- Ensure missed opportunities such as parents evening and vaccinations are supported on the pupil's return.

5.4.2 Pupils with medical conditions or special educational needs and disabilities

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities.

Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as they are for any other pupil.

School will:

- Work with parents to improve attendance, be mindful of the barriers pupils face, make reasonable adjustments, and put additional support in place where necessary to help them access their full-time education. It is also expected that parents will engage with the support offered both internally and with external partners to ensure our children have all the support they need to thrive.
- Encourage positive conversations so that a good support plan can put in place including making reasonable adjustments.
- Consider possible explanations for absence including Emotionally Based School Avoidance (EBSA).
- Work with parents to consider whether additional support from external partners (including the local authority or health services) would be appropriate, making referrals in a timely manner and working together with those services to deliver any subsequent support.
- Ensure relevant referrals are made for pupils who are too ill to attend school, which may include medical panel (under section 19) and or medical agency support such as CAMHS.
- Establish strategies for removing the in-school barriers this may include considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Ensure joined up pastoral care is in place and consider whether a time-limited, closely monitored and reviewed, phased return to school would be appropriate, for example for those affected by anxiety about school attendance.

6 Requesting Leave in Term Time

- 6.1 Absence for purposes of leave during term time can only be authorised by the Head of School, within the boundaries set by the Education (Pupil Registrations) (England) Regulations (2006). “Head Teachers may not authorise leave during term time except where the circumstances are exceptional.” Under the Regulations, retrospective authorisation for leave in exceptional circumstances is not permitted.
- 6.2 The fundamental principles for defining ‘exceptional circumstances’ are that they are: ‘rare; significant; unavoidable and short’. Holidays during term time will not usually be considered as exceptional circumstances. The following guiding principles apply:
- Term-times are for education. This is the priority. Children and families have 175 days off a year including weekends and school holidays. We will rightly prioritise attendance.
 - The decision to authorise a pupil’s absence is wholly at the Head of School’s discretion based on their assessment and merits of each individual request.
 - If an event can be reasonably scheduled outside of term-time, then it would be normal to unauthorise absence for such an event – holidays are therefore not considered ‘exceptional circumstances’. It is acceptable for the Head of School to take a pupil’s record of attendance into account when making absence-related decisions.
 - We will take the needs of the families of service personnel into account if this prevents them from being able to take family holidays during scheduled holiday time.
 - We have a duty to make reasonable adjustments for pupils with special needs and/or disabilities.

- 6.3 Family emergencies need careful consideration before decisions about attendance are made. It is not always appropriate or in the best interests of the pupil to miss education for emergencies which are being dealt with by adult family members. Being at school with support from staff and peers can provide children with stability. The school routine can offer a safe and familiar background during times of uncertainty. Relevant members of staff will work with parents to decide what is in the best interest of the pupil.

7 Persistent and Severe Absence

- 7.1 Pupils with 90% or less attendance are classified as Persistent Absence (PA). PA includes both authorised and unauthorised absences.
- 7.2 Pupils with 50% or less attendance are classified as Severe Absence (SA). SA includes both authorised and unauthorised absences
- 7.3 All PA pupils will have bespoke action plans to try to improve their attendance to above 97%. This will be monitored by the Deputy Head in each school with the support of Louise Morris (Attendance Champion). Pupils who are PA will be discussed as a potential concern at monthly attendance review meetings. Where pupils have an identified special educational need, the schools SENCO will also provide support, so that the impact of needs are clearly understood and appropriate, supportive actions are taken.
- 7.4 The school's strategy for tackling persistent and severe absence and the escalation process, can be found in Appendix 7.

8 Following Up Absence and Taking Statutory Action

- 8.1 We will follow up any absences to ascertain the reason. Any pupils who fail to attend regularly or who are absent for more than one week will be referred to the Deputy Head of School (DDSL) and Head of School (DSL).
- 8.2 Unexplained absences will be followed up on the morning of the first day of unexplained absence and the school will identify whether the absence is approved or not. The school will identify the correct code to use and will input it as soon as the reason for absence is ascertained. This will take no longer than 5 working days after the session.
- 8.3 In the case where the reason for absence cannot be ascertained by the school and no reason has been issued for the pupil's absence, the school will initiate safeguarding procedures and the DSL will decide on the best course of action to ensure the safety of the pupil, following procedures for children missing in education as outlined in the document from the Department of Education.
- 8.4 Where it is appropriate, the class teacher may carry out a 'Return to School Discussion' to discuss the absence and to offer any support at an age appropriate level.
- 8.5 It may occasionally be necessary to inform parents that no further absences will be authorised for a particular pupil unless medical evidence is provided. This decision can only be made by the Attendance Champion in consultation with the Deputy head of School or Head of school and where relevant, the SENCo.
- 8.6 It is a parent's legal responsibility to ensure their children receive appropriate education. Failing to send children to school regularly without good reason is a criminal offence. Schools

can fine parents for the unauthorised absence of their pupil, where the pupil is of compulsory school age. The decision on whether or not to issue a penalty notice ultimately rests with the Attendance Champion or Head of School, in line with the local authority's code of conduct for issuing penalty notices. This may consider:

- A number of unauthorised absences occurring within a rolling academic year
- Singular incidences of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is seen in a public place during school hours without a justifiable reason

8.7 Issuing Penalty Notices: each parent receives a penalty notice for each pupil who has unauthorised absence. If issued with a penalty notice, parents must pay £60 within 21 days or £120 within 28 days. 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 the parent or withdraw the notice.

8.8 Taking Parents to Court for unauthorised absence: The Education Act (1996) Section 444 (1) states that courts can fine each parent up to £1000 per pupil, order payment of prosecution costs and/or impose a Parenting Order.

8.9 Taking Parents to Court for Persistent Unauthorised Absence: The Education Act (1996) – Section 444 (1A) states that courts can fine each parent up to £2500 per pupil, order payment of the prosecution costs, impose a Parenting Order and/or sentence parents to a period of imprisonment of up to three months.

9 Children Missing from Education (CME)

9.1 We have due regard to our statutory duty to safeguard pupils who are CME. We follow the Local Authority's processes for reporting pupils missing from education. [The DfE guide can be found here.](#)

9.2 If a pupil fails to return following a period of absence, investigations will be made by staff to their whereabouts. If our investigations fail to contact the parents the case will be referred to the Local Authority Children Missing Education (CME) Team within 20 days.

10 Attendance Causing Concern

10.1 Specific measures to monitor attendance are embedded and regularly checked to ensure the safeguarding of all pupils through specific and tailored interventions.

10.2 Cornerstone Academy Trust records and collects attendance data using our Data Management System, (Arbor). We recognise that there are particular groups who nationally, and within our local setting, are more vulnerable and susceptible to lower attendance patterns such as children who are defined as Pupil Premium, and pupils with Special Educational Needs or Disabilities. We work with families to overcome any specific barriers that children may be facing regardless of these needs to ensure that pupils access all their education.

10.3 Staff make daily use of communication protocols (phone calls, text messaging and email) to report to parents on trends and patterns in attendance.

10.4 Where attendance is deemed to be a concern, we talk to pupils and parents. From this, there may be one of three Early Help outcomes:

- Initiate simple reasonable adjustments
- Develop a school focused plan with the pupil and their parent as appropriate
- Initiate a multi-agency Early Help Assessment (EHA)

10.5 If the conversation with the pupil indicates a serious safeguarding concern, we will follow our safeguarding procedures as set out in our Safeguarding and Child Protection Policy.

11 Supporting the Attendance of Every Pupil

11.1 We use a variety of strategies to encourage attendance:

- Building strong and enduring relationships with our pupils so they feel a sense of belonging in our school community
- Verbal encouragement and praise
- Create safe spaces for pupils to thrive
- Teach and model a love of learning, helping families to see the value of the education that is offered to them
- Raise the profile of attendance with families, particularly when pupils start at the setting
- Use different methods to encourage attendance; for instance, explaining the links between attendance and outcomes
- Create opportunities for dialogue with families about attendance, ensuring that we work in partnership with parents
- Create personalised and achievable targets for pupils, based on their medical needs and/or additional needs that is realistic and appropriate for each individual
- Make decisions on targets in consultation with families, while understanding that a medical condition can worsen suddenly and taking this into account.
- Look at the effect on attendance of decisions made at school level, for instance ending terms on a Monday or Tuesday
- Be aware of the complexity of different contexts and the pressures that families might experience, which may in turn contribute to poor attendance; for instance, in areas where many parents perform seasonal work and are unable to take holidays over the summer break.

11.2 We recognise that not all children, particularly those who are most vulnerable, are able to achieve 100% attendance through no fault of their own. We celebrate improvements in attendance and contextualised good attendance for individual pupils.

11.3 Each pupil is supported and encouraged to achieve their individual highest possible attendance. Pupil's and parents will be provided with SMART (Specific, Measurable, Achievable, Realistic, Time bound) individual targets for attendance which should be reviewed regularly and in consultation with the parent where appropriate.

12 Ethnic Minority Pupils

- 12.1 Pupil registration regulations states that absence should only be granted due to the exceptional circumstances relating to that application. It is important to note that Heads of School can determine the length of the authorised absence, as well as whether absence is authorised at all.
- 12.2 The following might be considered as exceptional circumstance for ethnic minority pupils:
- Religious festivals: the school should authorise any absence where the parent's religious organisation sets the day as a religious festival.
For example: There are two key festivals in Islam; Eid-ul-Fitr (celebration that takes place at the end of Ramadan, the period of fasting) and Eid-ul-Adha (festival of sacrifice). The dates of these key events are set according to the Islamic calendar. Muslim families usually need to take one or two days to celebrate these important festivals. Absences may be recorded as R.
 - Religious rites e.g. Bar Mitzvah, Holy Communion. The Head of School will consider each request for leave of absence individually to determine the number of days approved.
 - Close family wedding if dates cannot be during school holidays.
 - Illness or death of an immediate family member; the Head of School should consider time needed for the length of journey when child needs to travel abroad.
 - Child or parent requires medical treatment overseas or elsewhere in the UK due to language barrier or requiring specialist treatment elsewhere.
 - Length of journey from abroad; the Head of School will consider length of journey or limited regional flights.
 - Cultural celebrations such as Chinese New Year or Diwali. Cultural celebrations give children a feeling of belonging and make them feel part of their culture. This sense of identity is like a natural buoy for a child's emotional health.
 - Children attending their annual exam in their home country. There are exams which are compulsory in some EU countries. They are normally during holidays but can occasionally be requested during term time.
 - Child or parent's visa have been revoked and they need to return to their birth country whilst pursuing the renewal of a visa.

Appendix 2 – Framework of Responsibilities

The foundation for good attendance is a strong partnership between the school, parents and the child, therefore, Cornerstone Academy Trust expects everyone to uphold their responsibilities for promoting attendance at school.

To do this everyone must understand their role in promoting a positive culture of attendance and be clear about what is required of them individually as well as how they need to work together in partnership with others.

Parents

- Ensure pupils attend regularly and punctually.
- Promote the value of good education and the importance of regular school attendance at home
- Do everything you can to prevent unnecessary school absences, such as by making medical and dental appointments outside of school hours.

- Work with the school and your child to address any in-school barriers to attendance and support their learning by taking an interest in what they have been doing at school.
- Enforce a regular routine at home in terms of homework, bedtime, etc. so that your child is used to consistency and the school day becomes part of that routine. It is vital that your child receives the same message at home as they do at school about the importance of attendance.
- Provide the school with more than one emergency contact for your child.
- Provide proof of medical appointments that can only be attended during the school day.
- Make early contact with us when you become aware of problems with your child attending school.
- Attend meetings if concerns are identified.
- Participate in Early Help Meetings if required.
- Support attendance contracts where appropriate.
- Support us in actioning agreed interventions/action plans.

Please follow this process if your child is going to be absent from school:



Pupils

- Attend school punctually every day
- Acknowledge positive behaviours needed both inside and outside of our school
- Sign in via the office for any late arrivals
- Aim for the highest possible attendance
- At an age appropriate level, discuss concerns about your attendance or punctuality with a trusted adult in our school, especially if you are experiencing difficulties at school or at home which may impact on your attendance and learning
- Attend all lessons ready to learn with the appropriate learning tools requested and on time for your class.

Support Staff

- Understand that promoting pupil attendance is the responsibility of all staff. Be curious, aware, vigilant, well-informed and listen to what children say about the barriers to accessing education
- Assist in ensuring attendance has a high profile within the school
- Build on a culture of challenge when addressing persistent illness absences with parents
- Challenge parents when no reason has been provided for an absence
- Escalate concerns where required as per the Safeguarding and Child Protection Policy
- Participate in training in relation to attendance

Teachers

- Understand that promoting pupil attendance is the responsibility of all staff. Be curious, aware, vigilant, well-informed and listen to what children say about the barriers to accessing education
- Ensure attendance has a high profile within the class
- Consider whether a pupils known, or not yet identified, SEN could be impacting on attendance and whether provision and/or further reasonable adjustments should be made
- Take registers at the beginning of the legal registration session am/pm
- Build a culture of challenge when addressing absences with parents. Treat all pupils and parents with dignity and model respectful relationships to build a positive relationship between home and school
- Challenge parents when they do not provide a reason for absence
- Communicate with parents positively. Teachers should discuss the link between attendance and attainment and wider wellbeing. Teachers should challenge parents' views where they have misconceptions about what 'good' attendance looks like (this is outlined in more detail in figure 1 below).
- Have age appropriate 'Return to School Discussions' with pupils when required.
- Escalate concerns as per the Safeguarding and Child Protection Policy.
- Analyse and report attendance figures for each pupil to parents at each parents evening or before if needed.
- Discuss attendance with parents at every opportunity (celebrate good attendance as well as concerning attendance).
- Participate in training relating to attendance as appropriate

Where a pupil or family need support with attendance, the best placed person in the school will support the family, this may or may not be the child's class teacher. This person should remain consistent, and the school will draw on positive relationships to listen to and understand the barriers to attendance the pupil or family is experiencing.

Administrators

- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Offer support and guidance on attendance where needed in consultation with the Deputy Head of School or the Attendance Champion

- Provide regular attendance reports to school staff and report concerns about attendance to the Attendance Champion or Deputy Head of School who will report it to the Trustee with Attendance Responsibilities
- Escalate concerns where required as per the Safeguarding and Pupil Protection Policy
- Advise the Principal and Designated Senior Leader responsible for attendance when to issue fixed-penalty notices

School Attendance Champion

- Take a lead in promoting pupil attendance ensuring it is the responsibility of all staff. Be aware, vigilant, well-informed and listen to what children say about the barriers to accessing education
- Develop a clear strategy and vision for improving attendance
- Work with the SENCO, where relevant, to ensure any SEND needs are fully understood, including how these may impact on attendance, and to ensure that the provision in place meets needs and supports good attendance
- Monitor daily attendance for vulnerable pupils and track weekly attendance patterns and trends for all pupils, support the Deputy Heads of School to delivering intervention and support in a targeted way to pupils and families. This needs to include patterns of attendance for individual pupils, cohorts, and groups but particularly for pupils with attendance below 90%
- Support all staff to monitor attendance patterns and tackle attendance concerns effectively by providing regular attendance reports to class teachers so they are able to facilitate discussions with pupils (this also includes any special educational needs coordinators, designated safeguarding leads and pupil premium leads).
- Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends including analysis of pupils and cohorts and identifying patterns in uses of certain codes, days of poor attendance
- Work with the leadership team and the School Attendance Trustee to benchmark the school's attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement
- Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented ensuring there is regular and positive communication with parents
- Ensure attendance is a regular agenda item for team meetings and use practice examples to explore safeguarding themes and review relevant policy, procedures and code of conduct on a regular basis
- Support teachers and Deputy Heads of School to conduct return to school discussions where pupils have had 3 absences or more
- Set annual school attendance targets with the Heads of School
- Work on proactively on building strong relationships with families
- Follow the LA Fast-Track procedure and support staff to offer Early Help where necessary and work with Attendance Improvement Officers to tackle persistent absence.
- Work with the LA, agencies, and safeguarding partners to overcome barriers to attendance
- Advise the Heads of School when to issue fixed-penalty notices
- Attend welfare home visits where required
- Escalate concerns when deemed appropriate as per the Safeguarding and Child Protection Policy
- Monitor pupils with attendance below 95% with regular communication with both the pupil and their parents, holding attendance meetings where required and agreeing individual action plans

- Lead attendance training for staff and governors
- Support the Deputy Heads of School to communicate attendance concerns to the pupil's social worker, if they have one or The Virtual School Head, if the pupil is a looked after child. This will be done as soon as there is an attendance concern and immediately upon becoming a persistent absentee. Unexplained absences will also be communicated to the social worker and Virtual School Head, if the pupil has one.

Senior Leadership Team

- Take a lead in promoting pupil attendance ensuring it is the responsibility of all staff. Be curious, aware, vigilant, well-informed and listen to what children say about the barriers to accessing education
- Ensure attendance has a high profile across the school.
- Work on proactively on building strong relationships with families.
- Build on a culture of challenge when addressing persistent illness absences with parents.
- May conduct welfare home visits where necessary.
- Escalate concerns where required as per the Safeguarding and Child Protection Policy.
- Liaise with Attendance Champion, DSL and SENCo as appropriate to discuss attendance concerns for individual pupils.
- Participate in appropriate training in relation to attendance.
- Ensure there are designated staff with day-to-day responsibility for attendance matters and ensure that adequate, protected time is allocated to discharge these responsibilities.
- Take overall responsibility for ensuring our school conforms to all statutory requirements in respect of attendance e.g., deletion from school roll is adhered to for example.

Heads of School

- Take a lead in promoting pupil attendance ensuring it is the responsibility of all staff. Be aware, vigilant, well-informed and listen to what children say about the barriers to accessing education
- Ensure the attendance policy is implemented consistently across the school
- Ensure attendance is a target in performance appraisals
- Ensure attendance has a high profile across the school in all communications
- Monitor school level absence data with the School Attendance Champion and report data to the Trustees
- Support other staff in monitoring the attendance of individual pupils
- Agree with the Attendance Champion when to issue fixed-penalty notices
- Decide whether to grant leave during term time for exceptional circumstances
- Ensure attendance training is provided to staff annually

Board of Trustees

- Recognise the importance of school attendance and promote it across the school's ethos and policies
- Review the implementation of the School Attendance Policy
- Ensure the school fulfil their statutory duties
- Ensure the importance of school attendance is promoted across policies and procedures
- Ensure staff receive adequate training on attendance
- Discuss the targets for attendance with the Attendance Champion and review progress towards these at Board meetings.

- Regularly monitor attendance figures through data analysis at Board meetings. Ask questions about attendance trends and be curious about what is being done to challenge and prevent persistent poor absence

Figure 1:

There are 190 school days each year, this means that there are 175 non-school days a year.

Attendance %	Rating	Days absent	Description
100%	Perfect Attendance	0	This is the best chance of success for your child
97%	Good Attendance	5	
95%	Improvement Required	9	Less chance of your child succeeding as it is harder for them to make progress
90%	Concern (Persistent Absence*)	19	
50%	Serious Concern **	95	Serious Concern Missing this much education is not fair on your child and will result in legal action

*Persistent Absence is defined as: 10% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.

** Severe Absence is defined as: 50% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.

Appendix 4 – Attendance Codes

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

Code	Definition	Scenario
/	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
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered

J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstance
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study Leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma, and Traveller absence	Pupil from a Traveller community is travelling, as agreed with the school
Unauthorised Absence		
G	Unauthorised Holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed
Other		
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend

Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel because of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half term/bank holiday

Appendix 5 – Creating a Positive Attendance Culture

The foundation for good attendance is a strong partnership between the school, parents and the child, therefore, Cornerstone Academy Trust expects everyone to uphold their responsibilities for promoting attendance at School.

To do this everyone must understand their role in promoting a positive culture of attendance and be clear about what is required of them individually as well as how they need to work together in partnership with others.

Our Trust aims to meet its obligations with regards to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence

For a positive attendance culture to be fully embedded across our school, it needs to be a holistic approach and not seen in isolation. Cornerstone Academy Trust is committed to having a positive attendance culture and are committed to using the following strategies:

- A strong emphasis on wanting children to come to school and value education
- Have a high quality school experience for children and parents
- Offering an enriching curriculum instilling a sense of pride and responsibilities
- School values which are consistently reinforced and underpin all school life
- Educating the wider community about attendance, reach out to a wider range of agencies to ensure there is the right support for children and families at the point of need
- Ensuring office staff are well trained and they are given the skills to confidently challenge parents when doing check-up calls.
- Ensuring that DSL meetings always consider attendance and includes coordinating safeguarding and attendance responses together
- Setting a high profile with staff working on attendance. This should outline how staff are being professionally curious
- Using focussed TAFs including partner agencies GP, Social Care etc for discussions about improving attendance.
- Working with the LA proactively not just for legal intervention. Penalty Notices are the last resort and used as appropriate.
- Have an established a breakfast club for pupils so they can come into school early.

- All parents receive regular attendance communication and ‘timely nudges’ e.g. letters and phone calls. Communication includes positive attendance as well as attendance causing concern.
- Ensure there is a regular review of meetings and outcomes and ensure they are all logged.

Appendix 6 – Removing a child from the school roll (it is vital that you are always professionally curious when following these processes)

Elective Home Education (EHE):

The Statutory Notification and the EHE form, together with the Safeguarding form must be submitted on the day of receiving the de-registration letter from the parent with a copy of the letter. The pupil should be taken off roll from the day the school receives the letter or in cases where the parent is giving advance notice of the date requested. Do not backdate it to an earlier date than receipt of the letter even if the parent requests this. The school should confirm that the pupil has been registered with the LA as EHE to ensure that they have assumed responsibility for the pupil. Do not just assume that because the school has submitted the paperwork it has all gone through.

Pupil Moves Out of Area: unreasonable distance to travel. Submit the Statutory Notification as soon as the school finds this out. Continue to track destination and liaise with LA admissions team. They will advise the school when a pupil may be removed from roll if it has been established that the pupil/family have left the last known address and their new location is known. They may allow the school to backdate the leaving date if they or the school receives confirmation of the pupil starting at another school or within the care of a different LA. The school must have written confirmation from the LA to backdate the leaving date. If the school does not receive this and the school has no other confirmation of where the pupil is the school must keep them on roll for 20 days.

Pupil Emigrates: The school must follow the procedure above for moving out of area but also need to have ascertained from the parent the forwarding address, details of destination school and moving date.

Pupil Transfers to a New School: Confirm the pupil’s start date at the new school and that the pupil has started there. Submit the Statutory Notification on the day the school has it confirmed that the pupil started at their new school. The school can take the pupil off roll from the confirmed start date or the last school day if it precedes it e.g. a Friday and they started on a Monday. If the start date is the first day of a school term the school can back date the leaving date for the school’s pupil to the last day of the previous term. If the school must investigate in the new term to find out why the pupil is ‘absent’ keep them on roll until the school gets a confirmed start date at the new school. If there is a gap between the leaving date the school has been given by a parent and the start date for a pupil, the pupil should remain on the school’s roll, marked absent, until the transfer school confirms the pupil has started there. If after ten days, the pupil has still not started, the school should submit a CME form. The school cannot remove a CME pupil from the school’s roll for a further ten days from the initial notification or safeguarding referral (so 20 days in total from the first day of absence) unless the LA confirms where the pupil has gone.

Appendix 7 - Strategy for reducing persistent and severe absence and the escalation process

- Attendance is high profile within the school
- Attendance of the whole school is reviewed monthly by the Attendance Champion

School support attendance escalation Process
<p>Class teacher to have a ‘back to school’ conversation with the pupil (age appropriate) the day that they return to school or as soon as possible after this date if exceptional circumstances mean that it cannot happen on the first day. Aim of conversation:</p> <ul style="list-style-type: none"> ➤ See the pupil on their return to school to show a genuine interest in their wellbeing and to ask how they are. ➤ Check that they are feeling sufficiently fit to be in school ➤ Explain what actions/events have taken place in their absence which have had an impact on their learning and to “bring them up to speed” with events in school ➤ Offer support if required for those pupils whose absence may be linked to personal/domestic problems and escalate if appropriate (Discuss with DSL/ DDSL). ➤ If there is any suggestion of a school related absence, the causes of this must be discussed and solutions sought (discuss with DH). ➤ Highlight any patterns of absence to Attendance Champion and Deputy Head ➤ Feedback discussions to the Attendance Champion and Deputy Head

Illness Absences	
<p>Considerations for each absence</p> <ul style="list-style-type: none"> ➤ Is the level of absence in line with the reasons given by parents? ➤ Does the pupil have an ongoing medical condition that needs further clarification? ➤ Do you have evidence or any medical professional guidance that it may affect attendance? ➤ What was their attendance last year? ➤ Is it ad hoc absence or 1 bout of illness? 	
<p>95% (5 broken weeks/ 3 bouts of illness)</p>	<p>Class teacher to speak to parents about the level of absence.</p> <ul style="list-style-type: none"> - Does the pupil have an ongoing medical condition that needs further clarification? - Is it a school related absence? - Is there a pattern to the absences? - Inform parents they will be receiving a letter alongside this conversation
<p>95% (5 broken weeks/ 3 bouts of illness)</p>	<p>Letter 1 An Initial letter sent to the parents regarding the concern around the amount of absence due to illness. Early help offered.</p>
<p>92/93% Meeting</p>	<p>Further illness – Letter 2 A personalised letter inviting parent to a meeting with the DH, possibly explaining that all absence will be recorded as unauthorised.</p>

	<p>Develop a plan of action for parents/child/school/PHN/other professionals, include an Individual Healthcare Plan if appropriate Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk).</p> <p>Offer Early Help or if EH is already established hold this as part of the next TAF.</p> <p>Discuss unauthorising absences depending on the individual circumstances of the pupil.</p>
Review meeting	<p>Letter 3</p> <p>A letter sent after the first meeting to enclose a copy of the plan and confirm the date of the next meeting (within 2-4 weeks). It is recommended you phone/ text the parents prior to the review meeting to remind them.</p> <p>Review Meeting - Review targets set at first meeting and choose from following options:</p> <ul style="list-style-type: none"> ➤ Target met, continue to review ➤ Absences were changed to authorised as further documentation received ➤ Targets not met, confirm that it could be escalated to consider legal action if nothing changes ➤ Some changes have been made, but further support and actions required
Outcome	<p>Letter 4</p> <p>A letter to confirm the outcome of the review.</p> <p>Or Letter 4a (optional)</p> <p>To confirm a further review meeting date with HoS or AC. (if you feel that adjustments made to the plan at the initial review may have an impact on attendance, or you feel that it may keep the parents on track with the improvements)</p>
Did not attend	<p>Letter 5</p> <p>A letter to parents if they did not attend meeting offering them a chance to contact you to rearrange the meeting and possible reconsideration for legal intervention. If appropriate an attendance plan could be made in absence and sent to the parent.</p>
Keep a copy of all letters in the attendance team including the Plan(s)	
Consider legal proceedings – at least 10 sessions of unauthorised absence.	<ul style="list-style-type: none"> ➤ Copy of letters sent to parents ➤ Copy of supportive plan (including IHCP if appropriate) ➤ Outcome of support given ➤ Registration Certificate

<u>Unauthorised Absences</u>	
95% -	<p>unauthorised absences – Letter 1a</p> <p>A letter sent to parents reminding them of their duties to ensure their child is in school and on time, to phone in every day their child is absent. Explaining that U codes are unauthorised late marks. Offer Early Help.</p>

92/93% -	If further unauthorised absences after letter 1a is sent – Letter 2a To invite parents to a meeting to discuss absences. Develop a plan of action for parents/child/school/other professionals. Early Help offered.
Review meeting -	Letter 3 An optional letter to send after the first meeting to enclose a copy of the plan and confirm the date of the next meeting (no longer than 2-4 weeks) If you do send the letter, it is recommended you phone the parents prior to the review meeting to remind them. Review Meeting - Review targets set at first meeting and choose from following options: <ul style="list-style-type: none"> ➤ Target met, continue to review regularly ➤ Absences were changed to authorised as further documentation received ➤ Targets not met, confirm that it could be escalated to consider legal action if nothing changes ➤ Some changes have been made, but further support and actions required
Outcome	Letter 4 To confirm outcome of review Letter 4a To confirm a further review meeting date. (This is optional if you feel that adjustments made to the plan at the initial review may have an impact on attendance, or you feel that it may keep the parents on track with the improvements)
Did not attend -	Letter 5 To be sent to parent if they did not attend meeting offering them a chance to contact you to rearrange the meeting and possible legal intervention. If appropriate an attendance plan could be made in absence and sent to the parent.
Keep a copy of all letters in the Attendance Team including the Plan(s)	
Consider Legal proceedings – at least 10 sessions of unauthorised absence.	<ul style="list-style-type: none"> ➤ Copy of letters sent to parents ➤ Copy of supportive plan ➤ Outcome of support given ➤ Registration Certificate

To ensure flexibility for individual students, when the escalation process is not being followed for a student, the Attendance Champion should be notified, consulted and reasons to be recorded on the school system.

School system should have logged:

- Active support plans to improve attendance
- Support plans must be actioned, reviewed, and renewed robustly

The percentage and sessions of absences can conflict with each other; therefore, it is recommended that for monthly monitoring you obtain a percentage report and then look at each pupils' records on an individual basis alongside O code and U code reports.