St John Fisher Catholic College
Attendance Policy

Date: October 2026

Adopted: October 2026

Review: September 2027

This Policy covers all pupils from Year 7 to Year 11, plus Trinity Students registered with St John Fisher Catholic College as their Home School.

St John Fisher Catholic college is committed to supporting and promoting good attendance of all pupils. We aim to:

• Develop and maintain a whole school culture that promotes and maintains high attendance.

• Implement a clear attendance policy with clear roles and responsibities for all staff, learners and parents/carers.

• Accurately complete attendance registers and implement effective day to day processes to follow up absence.

• Reduce to a minimum, the number of authorised and unauthorised absence.

• Identify and reduce to a minimum the number of pupils who are persistently or severely absent.

• Regularly monitor and analyse attendance data to identify pupils or cohorts that require support with attendance, and implement appropriate strategies

• Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them

As a school with good attendance, our whole school attendance target for the year 2026-2027 is 100%. Our aim is to support all learners to achieve 97% + attendance.

Based on government guidance for continued improvement of school attendance updated in July 2026 – Working together to Improve School Attendance - St John Fisher Catholic College and Trinity Sixth Form policy and procedures have been updated.

The Fisher Way aims to educate and inspire with joy, faith and love, because we are an inclusive Catholic community. Therefore, good attendance and punctuality are a priority lying at the heart of all we work together to achieve. They are reflected in the school's behaviour standards that are implemented consistently and fairly throughout the school. Without these high expectations, the attainment, wellbeing and safeguarding of our learners is at risk and their ability to thrive as successful, resilient, confident learners who can become responsible and successful citizens, is compromised. Our whole school approach to attendance means that staff, learners and parents each have responsibilities in maintaining high standards. We are committed to building strong and positive relationships to maintain high attendance for all learners, to resolve concerns that may arise and we celebrate and reward positive attendance and punctuality.

Main school contacts:

These staff are key to supporting high levels of attendance and will work positively with parents/ carers and learners, to this end:

- Attendance Officer attendance.sjf@ctkcc.co.uk
- Mrs Stanley: Attendance Co-ordinator estanley@ctkcc.co.uk
- Mrs Teague: Senior Attendance Champion cteague@ctkcc.co.uk

At St John Fisher Catholic College, there is a whole school approach to positive attendance and punctuality. Formation Tutors are the first support for attendance and punctuality of learners in their Formation Group. Each year group also has a Head of Year who is able to help learners with attendance and punctuality procedures at a further, more targeted, level, as are members of the Pastoral Team, working closely with Heads of Year and the Attendance team.

Staff with specific areas of responsibility and expertise may also support resolution of escalating concerns about a learner's attendance and/or punctuality, including Pastoral Leaders, Heads of Year, the SENCO.

Reporting Learner Absence and Unavoidable Lateness

- If a learner is going to be absent, parents / carers are asked to contact the school by telephone (Pupil Absence Line – 01782 307519) or email (attendance.sjf@ctkcc.co.uk) on the first day of absence and each following day of absence. They are asked to contact as early as possible and before 8:40am. Parents/carers should state the reason for absence and also how long they expect the learner to be absent from school. ***Parents/carers are expected to contact school at the beginning of each day of absence, even when their child was absent the previous day.***
- The Attendance Officer reconciles absence on registers with absence notifications from parents on a daily basis, contacting parents where there is no explanation for the absence. School colleagues are engaged, as required, in resolving concern about the learner's whereabouts. If a learner is subsequently found in school, the Attendance Officer informs the parent/carer.
- By 10:30am each day, details are shared with the Education Welfare Officer for further contact with parent/carer of absent learner / home visits.
- On the third day of absence, if a learner continues to be out of school, concerns can become escalated. At this point our Education Welfare Officer may make a home visit. ***A discussion or face-to-face meeting with parents/carers will be required when a learner is returning to school following an absence of 3 or more days, in order to support re-integration and to resolve any concerns that can arise following extended absence.***
- If circumstances arise that mean lateness to school at the beginning of the school day is unavoidable, parents/carers are asked to inform school, stating the reasons.

Lateness to school without the knowledge of the parent/carer can give rise to safeguarding concerns for the learner and school will take action necessary to resolve the concern.

- If the learner is expected to be absent from school for a period of more than a week (for example, if an operation has been scheduled), parents/carers should contact school to arrange for work to be sent home, (if the child is physically well enough). This absence from school, even when work has been requested, will affect attendance and be recorded as an authorised absence.
- If a learner needs to leave school in order to attend an appointment, they should bring an explanatory note from a parent/carer (in advance of the appointment), which will then be acknowledged and recorded by the Attendance Officer; planned absences can be recorded on the system prior to them taking place. Learners should take such explanatory notes to the Learner Information Point, next to the main school office, which is open to learners before and

after school, at break and at lunch time.

Please note – medical appointments should be scheduled outside school hours and if the appointment must take place during the school day, the learner should return to school wherever possible.

- If a learner attends a morning medical appointment and is late to school, after Formation Time, they should sign in at the Learner Information Point. Parents /carers should confirm the reason for lateness by informing school prior to the appointment. If prior notice has not been possible, the learner should hand in a note from their parent/carer as they sign in. Where this doesn't happen, a text or phone call will be made to inform the parent/carer of the lateness, in the interests of safeguarding the child. Confirmation of the reason for lateness will be required.
- When a learner returns to school after a period of illness, the Formation Tutor will check in with the learner, welcoming them back to school, discussing the reason for the absence and any support required. Subject teachers will also support this smooth transition aiming to minimise the effect of lost learning. This is to ensure smooth transition for the learner and is additional to the communication already made by parents to inform the school at the start of each day of the absence.
- Parents/carers may contact the school at any time and ask for their child's attendance figure and/or punctuality record as this is their right if they have Parental Responsibility (PR) for that child. This information will not be given to any person who does not have PR for the child.

The school follows the guidance updated in August 2023, considering 'parents' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, a guardian or other relative
- any person who, although they are not a biological parent and do not have parental responsibility, has care of a child or young person.

Parents/carers are asked that any change in contact details (moving house, new mobile number, etc) is passed on as soon as possible to the main office. At least two contacts are requested for the school record.

Acknowledgment and Praise

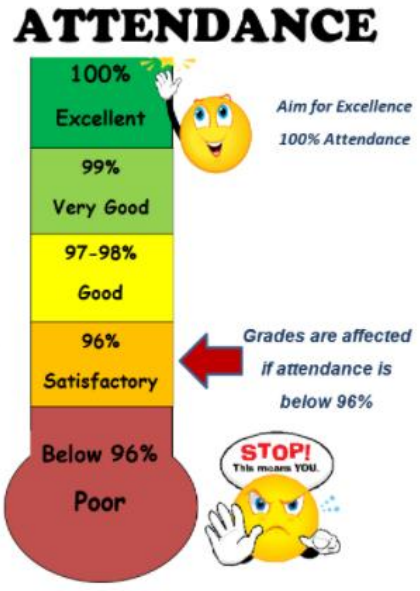
High level attendance and punctuality are a school priority. There are regular and frequent moments where high standards are praised and where improvement is acknowledged. Formation Tutors recognise positive attendance and punctuality on a weekly basis. Heads of Year acknowledge high standards and improvement each week before whole year group collective worship. Half termly there are moments of praise and reward related to high level attendance and punctuality and Headteacher Attendance Certificates are awarded annually. Reward activities may include raffles, draws, breakfast treats, competition rewards, certificates… amongst others.

Medical Absence

Schools have the responsibility to decide whether an absence can be authorised on medical grounds. If the school has concerns about the level of medical absence that a pupil has incurred, they will contact the parents to discuss it further and to find out whether their GP or other health professional has been contacted. Parents may be asked to provide evidence that their child is too unwell to attend school by providing a note from a medical professional or a copy of any prescribed medication. If the school do not receive medical evidence, the absences will be unauthorised.

Attendance Concerns

Where there are concerns about a learner's attendance, particularly where the attendance percentage could dip below 90% (persistent absenteeism), school works with learners, parents, involving internal support staff and external agencies to resolve concerns and improve attendance. See guidance linked here: : **Working together to improve school attendance .**



Please note: poor attendance can lead to fines for the parent/carer, if all attempts to work together for improvement have been exhausted and there has been no positive change in the learner's attendance. The following outlines the main processes used in school where particular concern gathers about a learner's unsatisfactory level of attendance. Where letters are sent out, these are also confirmed through an email.

- The Formation Tutor is always the first support for a learner and parent/carers if there is an attendance or punctuality concern. The Formation Tutor's role is supportive and is to work with learners and their family to remove barriers to attendance and punctuality. Formation Tutors' will begin to check in with learners if their attendance fall to 95%.
- Head of Years are able to help learners and families with attendance and punctuality procedures and concerns at a further, more targeted, level, as are members of the Pastoral Team, working closely with Heads of Year and the Attendance team. Attendance at risk of falling below 90% would be a concern. It may be that engaging with further support, following the school's Fisher Wellbeing Provision, through planned Pastoral Support or through one of the school's commissioned agencies, will help resolve concerns at this point.
- Following support, if concerns continue, the Attendance Team will intervene and a letter is sent to parents/carers informing them of a decline in school attendance and the need for this to improve due to the impact on their child's education.
- If school attendance continues to decline, a further concern letter is sent to parents/carers.
- If no improvement seen, parents and pupils where appropriate will be invited into a meeting – an Attendance Clinic - with the school's Education Welfare Officer (EWO) to discuss the concerns and to offer support around any possible barriers or problems at home or at school which may be contributing to low attendance. Referrals to wider support services may be offered where appropriate. The discussion held will be documented by the EWO and an action plan to improve school attendance will be devised during the meeting and a review date set.
- If school attendance does not improve, the school will follow Staffordshire Local Authority's Code of Conduct for issuing penalty notices for pupils with persistent absence.

Circumstances where a Penalty Notice may be issued

Parents have the legal responsibility to ensure that their children attend school regularly and on time, properly dressed, with the correct equipment and ready to learn. Parents may be prosecuted if a child does not attend school regularly and punctually. This is in accordance with the 1996 Education Act, Section 444 or 444 (1A). It aims to ensure that parents carry out their duty to secure suitable education for their children. Penalty Notices may be considered appropriate if the legally defined threshold is met:

The threshold is 10 sessions of unauthorised 57 absence in a rolling period of 10 school weeks. A school

week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term). A session is equivalent to half a day in school. On becoming aware that the threshold has been met, the school will make the following considerations to decide whether to issue a penalty notice in each individual case:

• Is support appropriate in this case?

  o If yes, schools are expected to continue with the existing support without a penalty notice or issue a Notice to Improve if that support is not working or is not being engaged with. A penalty notice can be issued if either has not worked.

  o If no, for example a holiday in term time, a penalty notice should be issued subject to the other conditions below.

• Is a penalty notice the best available tool to improve attendance and change parental behaviour for this particular family or would further support or one of the other legal interventions be more appropriate?

• Is issuing a penalty notice in this case appropriate after considering any obligations under the Equality Act 2010 such as where a pupil has a disability?

Punctuality

A learner's punctuality record along with their attendance record is always requested by post-16 education providers, universities and subsequently by employers when requesting references. Poor punctuality can affect attendance percentages, does affect learners' attainment and wellbeing, raises safeguarding concerns and disturbs the safe and orderly running of the school. We work together to enable all learners to create a positive punctuality record as well as attendance record and establish behaviours that will support success into adult life. Learners are expected to be in school by 8:40am, at their Formation room. **School begins at 8:45am.**

- Learners must be in school by at 8:40am, allowing time to be in the Formation room by 8:45am.
- Learners arriving after 8:45am are late to school; a 'late gate' is carried out at this point, and the names of latecomers are recorded on a register.
- Learners arriving to school through the late gate, after 8:45am, will complete Formation Time

and whole school reading, separately to other learners. This is to ensure that learners already working in Formation rooms are not disturbed, to ensure that the corridors are calm and orderly from the start of the school day and to allow time to support learners with punctuality.

- If a learner repeatedly arrives to school after 8:45 there is support available. Detentions are also used to deter a pattern of lateness.
- If there has been no communication from the parents/ carers explaining the lateness, there will be communication home, of the lateness. Lateness without parental knowledge can raise safeguarding concerns and school will take action necessary to resolve the concern.

Please note: unless there are exceptional circumstances, lateness due to traffic is not considered a reasonable explanation.

- Where a parent/carer has informed school that their child may be late, separate Formation Time will be completed by the learner to maintain a calm and focused working environment. No further communication to the parent / carer will be necessary.
- Learners admitted to school via the late gate, who complete separate Formation Time, will be coded L on the register by the Attendance team.
- If a learner arrives at school after Formation Time and whole school reading, they will be admitted through the main school reception and should sign in at the Learner Information Point. The learner will receive a late detention slip when signing in which they must show to their teacher on arrival at their classroom to confirm they have been signed into school. If a learner arrives with no late detention slip and has been marked absent (N) in Formation Time and previous lessons, the teacher will email Attendance to ensure that the learner is correctly registered. Parents will be informed by text, of the lateness unless the parent/carer has already informed the school as this can be a safeguarding concern.
- Registers are closed at 9:10 am. A learner registering in school after the registers have closed, is coded U on the register to denote lateness to school after registration has closed. This lateness counts as unauthorised absence. If there has been no communication from the parents/carers, home is informed, by text, of the lateness to school after registers have closed. Lateness without the knowledge of the parent/carer can be a safeguarding concern and school will take action necessary to resolve the concern.

Please note: lateness to school after the registers have closed (as with any unauthorised absence), can lead to fines for the parent/carer, if all attempts to work together for improvement have been exhausted and there has been no positive change in the learner's punctuality.

- A learner who attends any lesson during the day, later than the body of the class group, will be informed they have been recorded as late on the register and a behaviour point added. Teachers work with learners to help catch up with work missed due to lateness and use Faculty processes and sanctions to support improved punctuality to lessons. Pastoral Leaders analyse lateness to lessons and will intervene with support and/or sanctions, as required, to enable learners to improve their punctuality to lessons, as an escalated response for identified learners.

Completion of online registration

- Compulsory online registration now occurs during morning registration and at the start of Period 4 in the afternoon.
- All teachers are made aware that registers are a legal document open to scrutiny and that they need to be completed accurately and in a timely manner – within the initial minutes of Formation time and within the initial minutes of each lesson. Accurate registers ensure that learners' records rightly reflect their high standards of attendance and punctuality. They are critical to the safeguarding of all learners. Registers are monitored internally to ensure accuracy. Parents/carers are able to track their child's attendance to lessons through the appropriate app and the school encourages parents/carers to contact school if they have questions or concerns.
- Teachers should use the letter L to code lateness to any session or lesson.
- Teachers should mark learners present by coding /.
- If a learner does not attend the lesson, the N code should be used. It is the responsibility of the Attendance Team to update the register with a note explaining the absence and to update the code.

Elective Home Education

If school receives written notification from parents that they wish to home educate their child, school will contact the parent and discuss their reasons in more detail, offering support to deal with any issues raised. If after this time the parent still wishes to home educate their child, the school will inform the Local Authority of the decision to remove the child's name from the admissions register.

Whilst school will not seek to prevent parents from choosing to home educate their child, neither will they seek to encourage them to do so. . Prior to deciding to home educate, school will support with contacts for the parents, including Staffordshire Local Authority Elective Home Education department.

Working together to support improving attendance and punctuality: A whole school approach.

Senior Leadership

- Have a named member of SLT responsible for attendance: the Attendance Champion.
- Maintain a clear vision for attendance as a school priority central to the school's mission and ethos.
- Prioritise acknowledgement, praise and reward in communicating the central importance of attendance and punctuality.
- Regularly inform and update staff, learners and parents of school policy and procedures.
- Ensure staff have training, support, data and time to deploy attendance systems effectively.
- Build honest and respectful relationships with staff, learners and parents, to secure trust and engagement, through the implementation of attendance policy and procedures, in line with the Fisher Way.
- Lead the implementation of the school's routines in relation to attendance and punctuality.
- Monitor attendance as a priority and to develop policies and procedures to ensure the expectation of 97%+ attendance is met, keeping a focus on the 100% target.
- Ensure there is high staff presence around the site, that all learners are accounted for during the school day and that communication is updated for parents/carers if their child is not in a timetabled lesson.
- Evaluate the success of school systems, staffing levels and budget, in ensuring there is early response to learners' attendance concerns and a graduated, whole school and multi-agency response to resolve attendance and punctuality concerns.
- Report termly to the Governing Body.

Learners

- Aim for 100% attendance.
- Arrive at school in time to be in form room by 8:45am.
- Aim to be in lesson on time every day.

- If a learner would like to see a member of staff, they do this at break time, lunch, before or after school.
- Engage with attendance and punctuality messages, activities and individual support, which starts through Formation time. All learners should be aware of their attendance percentage and punctuality record.
- Take a copy of any appointment letter to the Learner Information Point before a planned, unavoidable appointment.
- Sign in at the Learner Information Point if Formation time has finished when they arrive to school.

Parents/carers

- Ensure their child attends school regularly, punctually, properly equipped and ready to learn.
- Notify the school early (by 8:40am) on each day of absence.
- Meet / discuss with school representative following 3-day absence.
- Inform the school of planned absence and unavoidable lateness, maintaining honest and respectful communication about attendance or punctuality concerns; the school will help.
- Make appointments out of school hours.
- Provide the school with up-to-date contact details and telephone numbers for every adult with parental responsibility and update school immediately of any change in contact details.
- Work proactively with school support to resolve escalated attendance or punctuality concerns.
- Understand that poor attendance and punctuality to school can lead to fines and that the school are committed to working with learners and parents to support improvement well in advance of this. This may include the need to provide medical evidence to account for absence.

Formation Tutors

- Share weekly attendance and punctuality messages with form members, including weekly acknowledgment of high standards.
- Teach learners about the school's attendance and punctuality routines and implement these within Formation time, including a positive 'meet and greet' each morning.
- Inform form members of their attendance percentage (and any punctuality concerns) on a

- regular basis – usually weekly.
- Code L on the register if a form member is late to Formation time, arriving after 8:45am.
- Check in with learners following an absence, discussing the reasons and any required support to return to learning.
- Act as first point of contact, discussing initial attendance / punctuality concerns and ways to resolve them with learners and parents. Resources are available to support Formation Tutors in identifying learners with attendance dipping below 96% who require early intervention to avoid persistent absenteeism.
- Engage with whole year group / school initiatives to offer a higher level of support to identified learners to build positive relationships with learners and home so that they will want to maintain good attendance and punctuality. Initiatives such as the 'Velcro Approach' may be used at specific times for specific, identified, groups of learners.
- Engage the support of the relevant Pastoral Leader and Head of Year for a learner with continued attendance /punctuality concerns following Formation Tutors' early intervention and contact home.

Subject teachers

- Welcome learners returning from absence, checking in to minimise the effect of lost learning. This may include sharing lesson resources, one-to-one input, peer support.
- Complete class register accurately and in timely fashion (within the initial minutes of a lesson).
- Amend / update registers following notification from the Attendance Officer / SLT Lead.
- Follow the school's routines relating to attendance and punctuality, meeting and greeting learners and telling any learner arriving after the start of the lesson, that they have been recorded as late on the register (by coding L).
- Code learners / if present in lesson.
- Code L if a learner is late to lesson, adding a behaviour point.
- Code learners N if they are not present in the lesson.
- Resolve lateness to their lesson with a learner individually, through conversation, support, sanction, faculty intervention, supporting catch up - as appropriate.

Pastoral Leaders and support staff

- Maintain high physical presence around the school site to support prompt attendance to lessons.
- If a learner has a pre-arranged appointment in school, the member of staff ensures that this information is shared with the relevant class teacher directly or through the register, and the learner has a dated note to give the teacher if attending lessons late.
- Pastoral Leaders are responsible for escalated intervention for identified learners who are persistently late to lesson operating a graduated response including target setting, attendance report, parental involvement, detention to make up lost time …
- Use Late Gate Formation Time to work with learners around persistent lateness.
- Work with the Attendance team and SLT to ensure parents have communication should their child not be in a timetabled lesson, ensuring this information is updated once the child has been located.
- Pastoral Leaders work with Formation Tutors to support improved attendance and punctuality at an early stage of concern, following initial Formation Tutor intervention and contact home.
- Pastoral Leaders work with Attendance colleagues, learners and parents to agree planned intervention to improve attendance.

Heads of Year

- Take the strategic lead in implementing the Attendance Policy with the relevant year group.
- Share regular attendance and punctuality data with Formation Tutors. Ideally this will show attendance percentages for each Form group over recent weeks.
- Share brief attendance/punctuality message before the start of each year group collective worship. This will include acknowledgement and praise for high level attendance and punctuality and for improvement.
- Fortnightly, monitor Formation Tutor intervention, including communication home, and the impact on attendance of individual learners and groups.
- Share attendance and punctuality analysis with Formation Tutors describing next actions for them to take.
- Support Late Gate Formation Time.
- Work with Form Tutors and Pastoral Leaders in resolving early attendance and punctuality concerns, through planned intervention.

- Work with Attendance colleagues, learners and parents to agree planned intervention to improve attendance.

Attendance team

- Parents/carers are informed by the Attendance Officer if their child is not marked present in school and the parent hasn't informed the school, engaging other colleagues if required to locate the child. If a learner is subsequently located in school, the Attendance Officer will update the parent/carer.
- The Attendance Officer sends contact details to the Education Welfare Officer, early each day, for further action.
- By 10:30am the Attendance Officer, supported by the Pastoral Administrator, has reconciled registers with notifications of absence from parents, contacting parents where there is no explanation for the absence. School colleagues are engaged, as required, in resolving concern about the learner's whereabouts. The concern may be referred to the Education Welfare Officer. This process must be completed by 10:30am each day. If a learner is subsequently found in school, the Attendance Officer informs the parent/carer.
- The Attendance Officer texts home when the learner is late with no explanation from the parent/carer.
- Through out the day, the Pastoral Administrator checks registers are completed and all learners are accounted for each lesson, working with members of the Pastoral and Attendance teams as appropriate, to resolve any discrepancies.
- Work with SLT and the Pastoral team to ensure parents/carers have communication should their child not be in a timetabled lesson, ensuring this information is updated once the child has been located.
- The Attendance Officer monitors accuracy of registers and notifies teachers, on a weekly basis of any amendments/updates that are required.
- The Attendance Officer prepares data as requested for scrutiny by the governing body and on request by the Attendance Co-ordinator/SLT Attendance Lead to assess impact of interventions for groups of learners or individuals, including those who are disadvantaged or vulnerable.
- The Attendance Officer prepares whole school attendance data on a weekly basis for analysis

by the Attendance Co-ordinator and the Education Welfare Officer. The school operates a graduated response to attendance and punctuality concerns to help the learner take further responsibility and high-level parental support is requested. The school response is outlined above under 'Attendance Concerns'. There is a commitment to working with learners and parents / carers using a flexible approach to meet different needs at different times. Further approaches might include:

- Formal communication home.
- The learner's attendance at a small group attendance clinic to develop further understanding about the importance of attendance and punctuality.
- Individual attendance clinic for the learner to agree a plan. A supportive plan, identifying achievable targets for change, will always be the priority. There are whole school sanctions however, for example same day detentions for lateness.
- Use of evidence-based interventions to address challenges to attendance and punctuality such as Emotionally Based School Avoidance strategies.
- Attendance clinic involving the parent and the support of other staff eg. Pastoral Leader, Head of Year, Safeguarding Lead, SENCO.
- Reasonable adjustments to the learner's school day to improve attendance.
- Engagement with support through the Fisher Wellbeing Provision and with outside agencies to support improved attendance/punctuality eg. Emotion Coaching, Family Support Worker, Family Action, Early Help team, Social Care … as described in the school's Fisher Wellbeing Provision.
- Intervention from the Governing Body to support resolution of complex concerns.
- Use varied means to make contact with parents/carers(including texting, home visits), to find the best ways to maintain communication with individual families.
- Attendance clinic with the Education Welfare Officer, the school Attendance Co-ordinator, the learner and their parent/carer.

- If a parent/carer fails to attend the appointment, a further formal letter will be sent. If a subsequent appointment is not kept and attendance is not improved, then all further absences for the learner will be unauthorised and medical evidence will be requested. If this is not forthcoming, there is no parental contact and attendance/punctuality continue to be a

concern, then a referral will be made to the Local Authority. This may result in the issuing of a Penalty Notice and subsequent fine for unauthorised absence.

Attendance at school is a legal requirement.

Legislation relating to schools' legal powers in improving attendance can be found here:

School Attendance Parental Responsibility Measures.

Working Together to Improve School Attendance

Trinity Students whose Home School is St John Fisher Catholic College

Year 12 and 13 are critical years for students in terms of future aspiration as well as embedding behaviours to support successful adult life. Support and intervention are necessary when attendance and punctuality concerns mean that positive outcomes will be compromised at this important stage. Attendance and punctuality procedures with the Sixth Form reflect the growing maturity of students who are required to take greater responsibility for their attendance and punctuality records, whilst being well supported. Universities and employers request applicants' attendance and punctuality records from school.

The Trinity Sixth Form students should:

- Attend all lessons, study periods, enrichment, assembly, and formation time. Absence will negatively impact chances of achieving the highest grade. If attendance falls below 90% (unless for illness backed by a doctor's note), it will be subject to an attendance review which could lead to withdrawal of the students' place at the Sixth Form. Students or their parents/carers must inform their home academy if they are absent so that information can be shared with the other Trinity academies if appropriate. Punctuality to registration and lessons is essential. Lateness will be challenged and sanctions follow for students who are persistently late. Students should report any reason for lateness whereby the Trinity organisation has contributed to the lateness, so that issues can be addressed.

General expectations at St John Fisher Catholic College for Trinity students:

- Parents/carers or students should notify the absence line in the event of an absence – Trinity Students or their parents should contact the Student Absence Line (01782 307519) or email the absence to (attendance.sjf@ctkcc.co.uk). Alternatively, a note (e.g. for a medical appointment) or completion of an absence request form (e.g. for an open day) in advance, is required if the absence is planned.
- Texts are sent to the parents/carers of students who are absent.
- Permissions are sought to allow Pastoral Leaders to contact students directly to support good attendance and punctuality. Members of Staff who teach students will contact home if issues over attendance, punctuality, and/or missing work.
- Attendance during Formation Time is compulsory – should a student miss this session, they will also miss vital information (such as examination timetables, entries, census forms, UCAS information, etc)

- Sixth Formers who are late into school in the morning and have a lesson should sign in at the Sixth Form Centre, then attend their lesson. Sixth Formers who need to sign out of school during the day should do so at the Sixth Form Centre. All medical appointment letters and appointment cards should be seen and signed by the appropriate Form Tutor.
- Students must sign in and sign out during the school day in the Sixth Form Centre.
- If a teacher is absent, all Trinity students must report to the Sixth Form Pastoral Leader and ensure that they register. In the event of the Pastoral Leader being absent, students should register at the Learner Information Point, next to the main office. If a student has limited morning lessons, they are still expected to register in the morning, during Formation Time, and to be present in the Sixth Form Centre throughout the day.
- If the Sixth Form Centre is closed for any reason, students MUST register themselves and/or sign in at the Learner Information Point. If a lesson is cancelled/a teacher is absent, students should report to the Sixth Form Centre at the appropriate lesson time (a list of absent staff will be published in the Sixth Form Centre by the Pastoral Leader) to collect work. If a member of staff requests that students go to the appropriate classroom despite the teacher being on the absence list, they must do this instead: the list will indicate which classes are required to do this on any given day.
- If a lesson is cancelled, a 'K' code mark will be entered on the register for those students who are present – all other students will be marked as absent.
- The Pastoral Leader monitors Sixth Form registers on a weekly basis and intervenes at the earliest stage of attendance/punctuality concern. The Pastoral Leader works with Form Tutors, subject teachers, the Head of Sixth Form in the same ways as Heads of Year in Y7-11, to agree plans to support improved attendance and punctuality. Attendance in the Sixth Form is usually assessed half-termly but if students are regularly absent and there is no authorisation for this, staff will contact the Head of Sixth Form to discuss the impact on progress and begin to work towards resolution. In line with the ethos of the school, all staff working with members of the Sixth Form work to support and resolve attendance and punctuality concerns. However, students must be aware that continued concerns will jeopardise their place within the Sixth Form.

Appendix 1: DFE Attendance and Absence Codes – Reference guide

The following codes are taken form the DFE's guidance on school attendance and may be useful in interpreting a child's registration certificate.

N.B. Each day is divided into two sessions (am and pm) so two marks are recorded for each day (one for the morning and one for the afternoon)

It is always the decision of the school as to which code is entered for a pupil absence.

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
Attending a place other than the 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 registered	Pupil is attending a session at another setting where they are also registered

Absent – 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 closed	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
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