

Manchester Communication Academy

Attendance Policy



with you, for you, about you.

The Manchester Communication Academy (MCA) Attendance Policy has been updated to reflect the changes/updates to national legislation and guidance which will be effective from August 19th 2024.

What has changed:

- Updates from the revised Department for Education (DfE) 'Working together to improve school attendance' (effective from August 19th 2024).
- Introduction of the Manchester Code of Conduct (Attendance procedures).
- Introduction of the revised Registration Codes.
- Changes to the Grounds for Deletion from a pupil register.

Revision Information

This document has been approved for operation within	Manchester Communication Academy
Date of last review	July 2026
Date of next review	July 2027
Review period	Annually
Date of approval	
Status	Approved
Person responsible for the policy	Vice Principal of Inclusion and Belonging
Owner	Local Governing Body (MCA)
Signature of Approval	

Revision History

Review Date	Changes Made	By Whom
July 2024	New Policy	R.Thomas
July 2026	Policy update	A O'Brien

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1.0 Introduction

- 1.1 Regular school attendance is essential if children are to achieve their full potential.
- 1.2 Manchester Communication Academy believe that regular school attendance is the key to enabling children to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who can realise their full potential and make a positive contribution to their community.
- 1.3 MCA values all pupils. As set out in this policy, we will build strong relationships with families to ensure pupils have the support in place to attend school and identify the reasons for poor attendance.
- 1.4 MCA recognises that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on admissions, safeguarding, anti-bullying, child protection, safeguarding and behaviour and SEND. This policy has due regard to the Equality Act 2010, the Human Rights act 1998 and the Public Sector Equality Duty. Manchester Communication Academy recognises its responsibilities to make reasonable adjustments for pupils with disabilities and to ensure that attendance procedures are applied fairly and proportionately.
- 1.5.1 This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024), through our whole-school culture and ethos that values good attendance, including:
 - III Setting high expectations for the attendance and punctuality of all pupils
 - III Promoting good attendance and the benefits of good attendance
 - III Reducing absence, including persistent and severe absence
 - III Ensuring every pupil has access to the full-time education to which they are entitled
 - III Acting early to address patterns of absence
 - III Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2.0 Legal Framework

- 2.1 This policy is based on the Department for Education's (DfE's) statutory guidance 'Working together to improve school attendance (*effective from 19th August 2024*) and school attendance parental responsibility measures.

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

 - III Part 6 of the Education Act

1996 III Part 3 of the

Education Act 2002

III Part 7 of the Education and Inspections Act 2006

III The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)

III The Education (Penalty Notices) (England) (Amendment) Regulations

2013 It also refers to:

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

3.0 Safeguarding

- 3.1 Every pupil should be able to learn in an enjoyable and safe environment and be protected from harm. We respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn and participate in all school activities in a relaxed and secure atmosphere.
- 3.2 Attending school regularly promotes the welfare and safety of children whilst they are not in the care of their parents/carers. Safeguarding is about offering early help and support to children and families and difficulties with attendance and lateness may be signs that something is worrying the child or that there are difficulties within the family. Poor or irregular attendance, persistent lateness, or children missing from education may be considered a safeguarding matter if this places a child at risk of harm.
- 3.3 Safeguarding the interests of each child is everyone's responsibility and within the context of this school; safeguarding and promoting the welfare and life opportunities for children encompasses: Attendance, Behaviour Management, Health and Safety, Access to the Curriculum and Anti-bullying, protecting children from abuse and neglect, online safety, radicalisation and extremism, FGM and CSE.
- 3.4 More information on safeguarding and the protection of children can be found in the schools Safeguarding and Child Protection Policy.
- 3.5 In order to allow us to safeguard the children in our care it is important that parents and carers provide the school with their current contact details and provide at least three other contact numbers in case of emergency.
- 3.6 It is also important for parents to inform the school of any specific vulnerability in relation to their child or home circumstances.

4.0 Categorising Absence

- 4.1 Where pupils of compulsory school age are recorded as absent, the register must show whether the absence is authorised or unauthorised.

- 4.2 Absence can only be authorised by the executive principal, principal, vice principal and cannot be authorised by parents. All absences will be treated as unauthorised unless a satisfactory explanation for the pupil's absence has been received.
- 4.3 Parents must advise the school by telephone on the first day of absence and provide the school with an expected date of return. This should be followed up in the form of a written email from the parent/carer or through written evidence, though verbal explanations may be acceptable where this is considered appropriate.
- 4.4 Absence will be categorised as follows:
- 4.4.1 **Illness** Parents may be asked to provide medical evidence to allow the staff listed in point 4.2 to authorise absence where appropriate. This will usually be in the form of an appointment card, prescription etc.
 - 4.4.2 **Medical/Dental Appointments** Parents are advised where possible to make medical and dental appointments outside of the school day. Where this is not possible, pupils must attend school for part of the day. Parents must show the appointment card or evidence to school.
 - 4.4.3 **Other Authorised Circumstances** This relates to where there is cause for absence due to exceptional circumstances.
 - 4.4.4 **Suspended or Excluded (No alternative provision made) Exclusion** from attending school is counted as an authorised absence. The child's Head of Year or Year group Director will make arrangements for work to be sent home.
 - 4.4.5 **Religious Observance** Manchester Communication Academy acknowledges the multi-faith nature of British society and recognises that on some occasions, religious festivals may fall outside school holiday periods or weekends and this necessitates a consideration by written request by the parent of authorised absence.
 - 4.4.6 **Study Leave** Study leave may be granted for Year 11 pupils approaching GCSE examinations. We will offer in school study programmes during this period to reduce absence levels.
 - 4.4.7 **Traveller Absence** It is expected that Traveller children, in common with all other children, are to attend school as regularly and as frequently as possible (*see Appendix 2*)
 - 4.4.8 **Late Arrival** Students are expected to be in school by 8.20am so they can be in their classroom for registration. Registration begins at 8.30am pupils arriving after this time will be marked as present but arriving late (code L). The register will close at 9am (*no more than thirty minutes after the opening of the register*) pupils arriving after the close of register will be recorded as late (code U) this is not authorised.

On arrival after the close of the register, pupils must immediately report to the school reception to sign in with their fingerprint and a member of staff records their start time on the register. This will ensure that we can be responsible for their health and safety whilst they are in school. The absence will only be authorised if a satisfactory explanation for the late arrival can be provided, for example, attendance at a medical appointment. The absence will be recorded as unauthorised if the pupil has arrived late without justifiable cause.
 - 4.4.9 **Unauthorised absence** - Absence will not be authorised unless parents have provided a satisfactory explanation and that it has been accepted as such by the principal, vice principal or trust attendance manager.
 - 4.4.10 A full list of the Department for Education (DfE) Registration Codes can be found

in Appendix 1.

- 4.4.11 All requests for leave of absence in term time, including holidays, will be responded to in writing.
- 4.4.12 If a pupil fails to return from a leave of absence and contact with the parents has not been made or received, the school will remove from roll where one of the grounds prescribed within the Education (pupil registration) Regulations applies and following all required safeguarding and Children Missing in Education procedures.
- 4.4.13 When a pupil's whereabouts is unknown, the school will undertake reasonable enquiries in line with Manchester City Council Children Missing in Education procedures before any deletion from roll is considered. Safeguarding concerns will be addressed in accordance with the school's Child Protection and Safeguarding Policy.
- 4.4.14 If the permission to take leave is not granted and the parent takes their child out of school the absence will be unauthorised. In such cases the school may request the local authority issue a Penalty Notice or consider other legal sanctions including prosecution in the magistrate's court. This will follow Manchester Statutory Action Escalation Pathway

5.0 Roles and Responsibilities

5.1 Governance:

The governing board is responsible for:

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

***MCA's link governor for attendance is Niall Beard.**

5.2 Leadership roles and responsibilities:

The Principal, Assistant Vice Principal of Safeguarding and Student Welfare and Attendance Manager are responsible for:

- Implementation of this policy
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Requesting statutory action in line with Manchester's Statutory Action Escalation Pathway or authorising other members of the MCA attendance team to do so.
- Ensuring effective communication between school, the Local Authority and parents/carers of pupils with Special Educational Needs (SEND) where there are barriers to attendance which relates to the pupils needs
- Following Manchester City Council's Children Missing Education (CME) Protocol when

a pupil's whereabouts is unknown.

5.3 The designated Senior Leader responsible for School Attendance:

The designated Senior Leader acts as the school's Attendance Champion

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Delivering targeted intervention and support to pupils and families
- Establishing and maintaining effective systems for tackling absence and making sure they are followed by all staff

The designated Senior Leader responsible for Attendance is Anna O'Brien (Assistant Vice Principal Safeguarding and Student Welfare) and can be contacted via telephone on 0161 202 0161 and/or email - anna.obrien@mca.manchester.sch.uk

5.4 The Attendance Manager:

The Attendance Manager is responsible for:

- Working alongside the vice principal to promote positive attendance and punctuality across the school
- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular data and attendance reports to school staff and reporting concerns about attendance to the vice principal and principal
- Arranging calls and meetings with parents to discuss attendance issues
- Working with the local authority and other key stakeholders to tackle persistent and severe absence
- Liaising with the principal/vice principal as to when a request for statutory action in line with Manchester's Statutory Action Escalation Pathway is appropriate.

The Trust Attendance Manager is Toni Eyres and can be contacted via telephone on 0161 202 0161 and/or email - T.Eyres@mca.manchester.sch.uk

5.5 Senior Mental Health Lead:

MCA's Senior Mental Health Lead is responsible for:

- Strategic oversight for setting a whole school approach to mental health and wellbeing
- Promoting the health and wellbeing of children and young people in school
- Action taken aligned to Manchester's Emotional Barriers to School Attendance (EBSA) pathway

5.6 Class teachers/progress leaders/staff leading interventions:

Class teachers/progress leaders/staff leading interventions are responsible for:

- recording attendance on a daily basis, using the correct codes, and submitting this information on SIMS or to the attendance team email within the first 10 minutes of a lesson.
- Leading conversations with students about attendance levels, celebrating good attendance and supporting when attendance levels drop.

5.7 The attendance team:

The MCA attendance team are responsible for:

- Taking calls from parents/carers about absence on a day-to-day basis and recording it on the school system.
- Transferring calls or directing parents and carers to the pastoral team, family partnership team, SEND team, Senior mental health lead or other relevant staff members in order to provide them with more detailed support on attendance
- Providing support and early intervention to students and families where attendance is a concern.

5.8 Parents/carers:

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 8.30am on the day of the absence, each subsequent day of absence and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Engage with school support aimed at improving school attendance
- Seek support, where necessary, for maintaining good attendance by contacting the attendance team at attendance@mca.manchester.sch.uk

5.9 Pupils:

Pupils are expected to:

- Attend school every day on time and attend every timetabled lesson on time
- Let us know or tell their trusted adult if they need support to improve their attendance

6.0 Attendance Data

6.1 Use of Attendance Data

The school will:

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

Identify whether there are groups of children whose absences may be a cause for concern or

particular cohorts of pupils where attendance is affecting their achievement/outcome

Pupil-level absence data will be collected each term and published at national and Local Authority level through the DfE's school absence national statistics releases.

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

6.2 Analysing attendance data

The school will:

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

6.3 Using data to improve attendance

The school will:

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

6.4 Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school and complete an Attendance Support Plan where necessary.
- Provide access to wider support services to remove the barriers to attendance
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Send letters to families when attendance is a concern.
- Create attendance contracts in partnership with families to work together to improve their child's attendance.
- Discuss individual students in half termly pastoral year group meetings in order to identify next steps and support available in school.
- Put consequences of lunchtime or after school reflections in place for students who have poor punctuality in line with our punctuality escalation process.

7.0 Support Systems

- 7.1 We recognise that poor attendance can sometimes be an indication of difficulties and trauma in a child's life. This may be related to problems at home and/or in school. Parents should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and/or behaviour in school, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help the school identify any additional support that may be required. It is expected that the child and their family work collaboratively with school to identify the anxiety-based school avoidance resources most appropriate for support and to accept the support that is offered or advised
- 7.2 MCA also recognise that some pupils are more likely to require additional support to attain good attendance, for example, those pupils with special educational needs, those with physical or mental health needs, migrant and refugee pupils and children with a social worker
- 7.3 Where a pupil has identified special educational needs or disabilities, the school will consider whether absence is linked to unmet needs, anxiety, sensory needs, communication difficulties or other barriers. Attendance support plans will be developed alongside existing SEND support plans and, where applicable, Education Health and Care plans
- 7.4 The school recognises that mental health needs may constitute a legitimate barrier to attendance. Support will be prioritised and attendance concerns will not be viewed solely as a behavioural issue.
- 7.5 The school will implement a range of strategies to support improved attendance for all pupils using a whole school graduated approach (Appendix 3)

We use specialist staff to support pupils and their families to identify and overcome barriers to attendance. Specific roles and responsibilities include:

- Senior Mental Health Lead - To offer bespoke support to students/families relating to mental health concerns.
- Cornerstone team - students may be referred if they have Social, Emotional and Mental Health Needs and require a bespoke package to enable them to have therapeutic input whilst still accessing the mainstream curriculum.
- Attendance team - to contact families, do welfare checks during home visits, update registers, lead on rewards for students, refer to other departments in school or external agencies as required.
- Family Partnership team -To support families who may have barriers to attendance.
- Pastoral staff - To contact home and host meetings and promote positive attendance.
- Progress leaders - To be the first point of contact for students in their form, promote good attendance as outlined in the graduated response.
- Inclusion - Support students with SEND and their families to ensure their needs are being met and they can access learning.
- EAL team - Support students with EAL and work together with families to ensure attendance is good and students can access their learning.

When required, we work with partners to promote good attendance or we will implement a range of strategies/interventions to support pupils and families who require this. Examples include:

- Initiating an Early Help Assessment and/or referral to appropriate agencies such as M Thrive

or Early Help Hubs

- Completing an Attendance Support Plan with students and their families
- Pupil voice activities
- Use of Emotional Barriers to School Attendance pathway practitioner (EBSA)
- Trauma-informed approaches
- Reintegration support packages
- Working with the safeguarding team to support students and families.
- The Bread and Butter Thing - A food subscription service our families can sign up to.
- Housing advice and support.
- Home visits to undertake welfare checks and meet with parents/carers.
- Liaison with GP's or other medical professionals.
- Attendance support plans when attendance drops below 93%.
- Monitoring the attendance of students who are placed on alternative provision.
- SEND referrals.
- Reasonable adjustments can be made for students with SEND.
- Students with SEND can be provided with a HUB pass to access a safe space before school and at social times.
- Time out passes, leave early passes and toilet passes can be allocated if school is provided with a recommendation from a professional.
- Students can be given library passes to access the library at lunchtime.
- Wellbeing referrals to support students with mental health needs. We have a range of wellbeing interventions on offer such as counselling, mentoring and can refer to Thrive in Education, M-Thrive and CAMHS if necessary.
- SHS - A School Home Support practitioner who can support a targeted group of students with SEND who have barriers to attendance.
- Esteem Educators - a one to one mentoring service for students with EHCP's who are struggling to attend school.
- City in the Community - specific interventions with a focus on wellbeing and resilience.
- Referrals to Children's Services.

Any adapted timetable will only be used in exceptional circumstances, be time limited, have a clear reintegration plan, be agreed with parents/carers and be regularly reviewed. Adapted timetables will not be used as a long term solution to attendance difficulties.

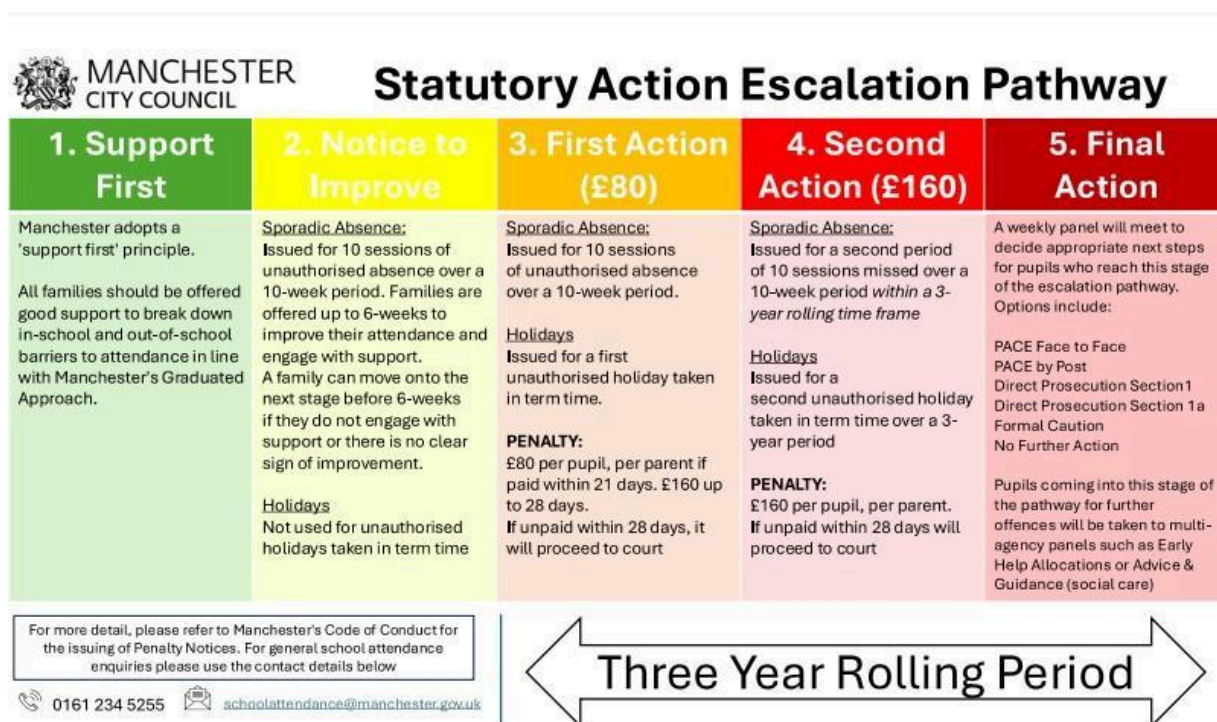
We reward students who have good or improving attendance. We reward both individuals and progress groups to both encourage a team ethic and reward individual success. Each term there will be a number of rewards available to students. See below:

Weekly	*Breakfast for the best attending form weekly *Reward vouchers for excellent attendance weekly * Free waffle on Fridays for all students in on time that day
Head of Year weekly rewards	*Postcards and chocolate/sweets given out to students with 100% or improved attendance.
Half termly	*Targeted incentives for identified students e.g. £10 voucher for improved attendance * Year group attendance rewards for students with excellent and improving

	attendance e.g, bowling, cinema afternoons
Last week of term	*High end prizes at the end of term. Everyone who has excellent and improving attendance for that week is entered into a prize draw. The winners are selected in a whole school global assembly during the last lesson of the day and students have to collect their prize from the attendance office. Prizes such as TV;s, Ipad's, Beauty Hampers

The escalation procedures to address absence are detailed in the MCA graduated response in appendix 3. We follow the Manchester Local Authority escalation pathway. This has been created to align with the DfE statutory guidance 'Working together to improve school attendance.'

- 7.6** If a pupil has an Education, Health & Care plan, MCA will communicate with Manchester City Council EHCP Team at an early stage once they become aware of barriers to attendance that relate to the child's needs
- 7.7** Where parents fail or refuse to engage with the support offered and further unauthorised absence occurs, MCA may consider the use of legal sanctions following Manchester City Councils Code of Conduct. See the escalation pathway below:



8.0 Legal Sanctions

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

Penalty notices

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

Notice to Improve

- 8.9 If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, a Notice to Improve letter will be issued in line with processes set out in Manchester City Council's Code of Conduct. This will include a clear warning that a penalty notice may be issued if attendance doesn't improve within the monitoring period which will be up to 6 weeks. Sufficient improvement will be decided on a case-by-case basis.

Appendix 1 – 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
Attending at a place other than at school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registration	Pupil is attending a session at another setting where they are also registered
Absent – approved leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2		

	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly	Every pupil absent as the school is closed 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		

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G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes (must be cleared at least weekly)
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: Traveller Family Absence

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

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

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

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

- advise of their forthcoming travelling patterns before they happen; and
- inform the school regarding proposed return dates

Manchester Communication Academy will authorise absence of Traveller children if we are satisfied that a family is travelling for work or trade purposes and has given indication that they intend to return. Traveller children will be recorded as attending an approved educational activity when:

- The child is on roll and attending another visited school
- Undertaking supervised educational activity under the jurisdiction of another Local Authority's Traveller Education Service
- The child is undertaking computer-based distance learning that is time evidenced

Where Traveller children are registered pupils at a school and are known to be present either at a site (official or otherwise) or in a house and are not attending school, the absence will be investigated in the same way as that for any pupil and appropriate statutory action may be undertaken.

Appendix 3: MCA's Graduated Response for Attendance Support and Improvement

Whole school graduated response to attendance improvement

Attendance % banding	Attendance status	School Intervention	Multi agency approach
Band 1 97% - 100%	In school every day'. Attendance and punctuality are good and should be celebrated with both students and parents.	Attendance is celebrated and rewarded by progress leaders. Attendance is discussed weekly in Progress Time	Universal school services
Who: Whole school approach Progress Leaders	Students may still need support to maintain such high levels of attendance	Positive praise and conversations with students and parents	Family Partnership Team
		Half Termly (week 1 of term) data drop, progress leaders praise student and contact home to thank family for supporting attendance	Attendance is discussed in all meetings
		All progress leader recorded attendance intervention on class charts	Support first letter whole school
		Pastoral team discuss attendance expectations daily and consistently	Attendance email weekly to form tutors with link to students attendance
		Identify potential early concerns and discuss as pastoral team	
Band 2 93% - 96.9%	Students attendance is good however they must be supported to ensure excellent attendance is maintained and no further time off is taken	Attendance is a standard agenda item weekly in progress time. Attendance is discussed with progress leaders and an attendance target set.	Universal school services and targeted support
Who: Heads of Year Attendance Officer	Students may have had a holiday or is having sporadic days off	Absences are challenged by Progress Leaders and followed up once student returns to school	Liaison with SEND team

		Half Termly (week 1 of term) HOY to discuss concerns with each student and gain student voice/identify any barriers to attendance.	Support through Family Partnership Team
		Supportive conversations with students and parents	Consideration for school health if applicable
		Consider further support from multi agency approach	Penalty Notices for holidays
		Letter of concern sent by HOY	Attendance is discussed in all parent meetings
		Stage 1 letter if applicable	Stage 1 letter sent
Band 3 90% - 92.9%	Students are approaching PA and attendance is becoming a concern	Attendance is a standard agenda item weekly in progress time. Attendance is discussed with progress leaders and an attendance target set.	Universal school services, targeted support and specialist support
Who: Directors of Learning Attendance Link	Students may have had a holiday or is having sporadic days off	Half Termly (week 1 of term) DOL identifies cohort for support	All parents offered Early Help as standard via Family Partnership team
		Directors of Learning have a conversation with student looking at attendance certificate, reasons for absences and risk of becoming PA - recorded on CPOMS	Start legal processes where applicable
		Directors of learning have a meeting with parents and an attendance link. Understanding of PA, discuss legal consequences of PA and offer support - recorded on CPOMS /meeting.	Attendance Improvement Plan Initiated
		Internal TAC meeting initiated where appropriate	
		1% better initiative activated	
		Multi agency support offered	
Band 4 80%-89.9%	Students are persistently absent and need supporting to raise attendance	Attendance is celebrated and rewarded by progress leaders. Attendance is a standard agenda item weekly in progress time with data shared from the attendance team.	In addition to above Universal school services, targeted support and specialist support
		Half Termly (week 1 of term) attendance officer/EWO identifies cohort for support	Where there are safeguarding concerns consider referral to CSC.
		The allocated attendance officer holds formal meetings with parents and completes the Attendance Improvement Plan. Recorded on CPOMS	SHS/EBSA co hort

Who:
Attendance Team

		Student added to weekly attendance pastoral meeting for discussion and co-ordinated approach	Attendance Improvement Plan
		Where support is not working or lack of engagement work with local authority on legal intervention	Pastoral meeting discussion
		1% better initiative activated	
		Student considered for EBSA pathway	
		Students celebrated and rewarded for improved attendance	
Band 5 0% - 79.9%	Students are severely or persistently absent	Half Termly (week 1 of term) each student discussed between attendance manager and SLT link looking at support offered and legal processes	In addition to above
Who: Attendance Manager and SLT lead Attendance Team		Meeting with SLT lead, parents and attendance link	Referral to children's social care for educational neglect where appropriate