



# **SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS**

## **Attendance Policy**

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## **1. Aims**

This policy demonstrates our commitment to setting the highest expectations and meeting our obligations for school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance, through our whole-school culture and ethos that values good attendance including:

- Setting high expectations for the attendance and punctuality of all students
- Promoting good attendance and associated benefits;
- Reducing absence, including persistent and severe absence;
- Ensuring every student has access to the full-time education to which they are entitled;
- Acting early to address patterns of absence; and
- Building strong relationships with families to ensure students have the appropriate support in place to attend school.

We will also promote and support punctuality in attending school and lessons.

It is the school's aim that students should enjoy learning, experience success, and develop their full potential. The aim of the Attendance Policy reflects this and recognises that good attendance contributes significantly to students' enjoyment of school and their achievement.

Whilst Post-16 education is non-compulsory, we maintain the school's high expectations regarding attendance and punctuality for all sixth form students.

## **2. Legislation and guidance**

This policy meets the requirements of the "Working together to improve school attendance" guidance 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:

- Part 6 of The Education Act 1996
- Part 3 of The Education Act 2002
- Part 7 of The Education and Inspections Act 2006
- The Education (Student Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)
- The School Attendance (Student Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

This policy also refers to:

- School census guidance
- Keeping Children Safe in Education (DfE statutory guidance)
- Mental health issues affecting a student's attendance: guidance for schools

## **3. Roles and responsibilities**

### **3.1 The Governing Board**

The Governing Board, with specific responsibility delegated to the Welfare and Access Committee, is responsible for:

- Setting high expectations of all school leaders, staff, students and parents

- Recognising and promoting the importance of school attendance across the school's policies and ethos;
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares required information with the DfE and local authority
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Regularly reviewing and challenging (where appropriate) attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most;
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance;
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance
  - That absence is almost always a symptom of wider issues
  - The school's legal requirements for keeping registers
  - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific students, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy.

Stephen Millman is the Link Governor for Safeguarding; this includes Attendance.

### **3.2 The Headteacher**

The Headteacher is responsible for:

- Implementation of this policy at the school;
- Monitoring school-level absence data and reporting it to governors;
- Supporting staff with monitoring the attendance of individual students;
- Monitoring the impact of any implemented attendance strategies;
- Issuing fixed-penalty notices, where necessary
- Working with the parents of students with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for students with SEND, including where school transport is regularly being missed, and where students with SEND face in-school barriers
- Communicating with the local authority when a student with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents through all available channels

### **3.3 The designated senior leader responsible for attendance**

The designated senior leader is responsible for leading the implementation of the attendance policy and initiatives across the school, which includes:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance;
- Evaluating and monitoring expectations and processes;
- Having a strong grasp of absence data and oversight of data analysis;
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with students, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with students and families
- Delivering targeted intervention and support to students and families.

The designated senior leader responsible for attendance is Mr N Eaton who can be contacted via [enquiry@suttcold.bham.sch.uk](mailto:enquiry@suttcold.bham.sch.uk)

### **3.4 The Attendance Officer and Sixth Form Administrator**

The Attendance Officer is responsible for managing student attendance for Years 7 to 11 and the Sixth Form Administrator manages attendance for the Sixth Form.

The Attendance Officer/Sixth Form Administrator is responsible for:

- Monitoring and analysing attendance data (see section 7);
- Benchmarking attendance data to identify areas of focus for improvement;
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher;
- Liaising with the pastoral support team to follow up any attendance concerns or issues with parents or carers;
- Working with education welfare officers & Local Authority to tackle persistent absence;
- Informing the Deputy Headteacher – Student and Staff Development to advise the Headteacher when to issue fixed-penalty notices

The Attendance Officer is Ms. Z Toft who can be contacted via [attendance@suttcold.bham.sch.uk](mailto:attendance@suttcold.bham.sch.uk); the Sixth Form Administrator is Miss E Whittingham who can be contacted via [attendance@suttcold.bham.sch.uk](mailto:attendance@suttcold.bham.sch.uk).

### **3.5 Class Teachers and Form Tutors**

Form tutors are responsible for recording attendance on a daily basis at the start of form time; the class teacher is responsible for recording attendance at the beginning of period 5. They must apply the correct codes and submit this information to the school office via SIMS.

### **3.6 School Front Office staff**

School Front Office staff will:

- Receive communication from parents about absence on a day-to-day basis and record it on SIMS; and
- As appropriate, transfer calls from parents to the Attendance Officer or the Sixth Form Administrator, when more detailed support on attendance is required.

### **3.7 Parents/carers**

Where this policy refers to a parent or carer, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

DfE definitions:

For the purposes of education law, the Department for Education (DfE) considers a 'parent' 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

A person typically has care of a child or young person if the child lives with them either full or part time and they look after them, irrespective of what their biological or legal relationship is with the child.

Parents/carers are expected to:

- Make sure their child attends school every day on time;
- Contact the school, preferably via email, to report their child's absence before 9.30 am on the day of the absence and each subsequent day of absence, and advise when they are expected to return;
- Provide the school with more than one named contact number for their child;
- Ensure that, where possible, appointments for their child are made outside of the school day. Requests for authorised leave of absence must be submitted on the "Request for student absence" form with at least 24 hours' notice; and
- Seek support, where necessary, for maintaining good attendance, by contacting the relevant Head of Year.

### **3.8 Students**

Students are expected to attend every timetabled session on time.

## **4. Recording attendance**

### **4.1 Attendance register**

The School will keep an electronic attendance register and place all students onto this register. The attendance register will be taken at the start of form time of each school day, and at the start of Period 5. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Student Registration) (England) Regulations 2024, whether every student is:

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

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; and
- The name and position of the person who made the amendment.

Please refer to Appendix 1 for the attendance codes, in line with DfE guidance.

The School will also record:

- Whether the absence is authorised or not;
- The nature of the activity if a student is attending an approved educational activity; and
- The nature of circumstances where a student is unable to attend due to exceptional circumstances.

Every entry on the attendance register will be kept by the School in line with the student file retention procedures.

Students must arrive in their form room by 8.50am on each school day.

The register for the first session will be taken at 8.50am and kept open until 9.20am.

The register for the second session will be taken at 1.30pm and kept open until 2.00pm.

#### **4.2 Unplanned absence**

The student's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9.30 am or as soon as practically possible by emailing [attendance@suttcold.bham.sch.uk](mailto:attendance@suttcold.bham.sch.uk).

Absence due to physical or mental illness will be marked as authorised unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or if the authenticity of the illness is in doubt, the school may ask the student's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. Medical evidence will not be requested unnecessarily.

Where student attendance falls into the category of Persistent Absence (attendance below 90%, as defined by the Department for Education), the school will not routinely authorise absence reported as illness. Additional evidence may be requested to support the reasons for absence.

If the school is not satisfied with the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

#### **4.3 Planned absence**

Attending a medical or dental appointment will be counted as authorised as long as the student's parent/carer notifies the school in advance of the appointment.

Requests for authorised leave of absence should be submitted on the Request for Student Absence form with at least 24 hours' notice.

Parents/carers are encouraged to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary.

The student's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Please refer to section 5 for which term-time absences the school can authorise.

If a Year 7 – 11 student arrives after 9.10 am they must sign in at Reception. Sixth formers must sign in upon arrival on Inventory.

#### **4.4 Lateness and punctuality**

A student who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code
- Students will attend a lunchtime meeting on the same day as the late arrival to school where the punctuality record is discussed. Students who are routinely late arriving to school will be issued with sanctions in line with the school behaviour policy.

#### **4.5 Following up unexplained absence**

Where any student we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school may conduct a home visit or, where the student is year 7 – 11, contact the CME team (Children Missing in Education);
- Identify whether the absence is approved or not;
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the student was absent;
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer;
- Where relevant, report the unexplained absence to the student's youth offending team officer;
- Where appropriate, offer support to the student and/or their parents/carers to improve attendance;
- Identify whether the student needs support from wider partners, as quickly as possible, and make the necessary referrals; and
- Where support is not appropriate, not successful, or not engaged with, issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate.

#### **4.6 Reporting to parents/carers**

The school will regularly inform parents/carers about their child's attendance and absence levels via half-termly emails. Attendance levels can also be monitored via personalised accounts on Satchel:One application, which updates daily, reflecting school registers.

### **5. Authorised and unauthorised absence**

#### **5.1 Approval for term-time absence**

The Headteacher will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a leave of absence to a student during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the Headteacher's discretion, including the length of time the student is authorised to be absent for.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

Any request should be submitted as soon as it is anticipated and in accordance with the Request for Student Absence form, accessible via the school website. The headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail);
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parents/carers belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart; and
- Traveller students travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) 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 the school, but it is not known whether the student is attending educational provision.
- If the student is currently suspended or excluded from school (and no alternative provision has been made).

Other reasons the school may allow a student to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the student is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the student not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

## 5.2 Legal sanctions

Our school 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

The headteacher (or someone authorised by them), local authority or the police 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.

If the school issues a penalty notice, it will check with the Local Authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, 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 student

- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the student's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same student, the parent must pay £160 if paid within 28 days.

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.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the student must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

### **Notices to improve**

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the student attends school.

They will include:

- Details of the student's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period.

## **6. Strategies for promoting attendance**

The school works to recognise and improve attendance by, for example, celebrating good attendance in end of year assemblies. Attendance data will be monitored to recognise positive changes in attendance patterns.

## **7. Supporting students who are absent or returning to school**

Please refer to the Children with Health Needs and Medical Conditions Policy for further details on how the school supports students who are absent due to complex barriers to attendance, mental or physical ill health, SEND, or following a lengthy or unavoidable period of absence.

## **8. Attendance monitoring**

### **8.1 Monitoring attendance**

The school will:

- Monitor attendance and absence data (including punctuality) half-termly, termly, and yearly across the school and at an individual student level, year group and cohort level; and
- Identify whether or not there are particular groups of children whose absences may be a cause for concern.

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 benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

### **8.2 Analysing attendance**

The school will:

- Analyse attendance and absence data regularly to identify students or cohorts that need additional support with their attendance;
- Identify students whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence;
- Conduct thorough analysis of half-termly, termly and full-year data to identify patterns and trends;
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.

### **8.3 Using data to improve attendance**

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to form tutors, to facilitate discussions with students and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding lead and student premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place to modify them and inform future strategies.

- Share information and work collaboratively with other schools in the area, local authorities and other partners where a student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

#### **8.4 Reducing persistent and severe absence**

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence;
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents/carers of students who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)
- Communicate with parents/carers to highlight when attendance is within, or approaching, the categories of persistent or severe absence.

#### **9. Monitoring arrangements**

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every two years by Mr Neil Eaton (Deputy Headteacher – Student and Staff Development). At every review, the policy will be reviewed and approved by the full Governing Board.

#### **10. Links with other policies**

This policy links to the following policies:

- Child protection and safeguarding
- Behaviour for Learning
- Children with Health Needs and Medical Needs

## Appendix 1: Attendance Codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
\	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
<b>Attending a place other than the school</b>		
K	Attending education provision arranged by the local authority	Student 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	Student is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Student is participating in a supervised sporting activity approved by the school
W	Attending work experience	Student is on an approved work experience placement
B	Attending any other approved educational activity	Student is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Student is attending a session at another setting where they are also registered
<b>Absent – leave of absence</b>		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Student is undertaking employment (paid or unpaid) during school hours, approved by the school

<b>M</b>	Medical/dental appointment	Student is at a medical or dental appointment
<b>J1</b>	Interview	Student has an interview with a prospective employer/educational establishment
<b>S</b>	Study leave	Student has been granted leave of absence to study for a public examination
<b>X</b>	Not required to be in school	Student of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Student is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Student has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Student is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Student is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Student is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Student has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school

<b>Y1</b>	Transport not available	Student is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Student is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly closed	Every student absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	Student is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Student's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Student is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	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

<b>U</b>	Arrived in school after registration closed	Student has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective student not on admission register	Student has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

## INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project with policy / project lead:

Attendance Policy

Outline of main aims of this activity/policy/project:

To promote good attendance, support punctuality in attending lessons, and ensure every student has access to the full-time education to which they are entitled.

Who will benefit/be affected by this policy/activity?

Students and staff at Sutton Coldfield Grammar School for Girls

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

No

Does the activity have the potential to impact differently on groups due to a protected characteristic (e.g. race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

(a) Students and members of the community? (E.g. The Governing Board, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc.). Which groups are likely to be affected?

n/a

(b) Employees?

The provisions of the policy are equally applicable to all.

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

Yes – the Policy applies to all staff equally

Having reviewed the potential impact of the policy/activity listed above, **I believe a full impact assessment is required / NOT required** (delete as applicable with justification below)

**Full impact assessment is not required**

Justification: The provisions of the policy are equally applicable to all staff.

Name: Mr N Eaton

Date: September 2024