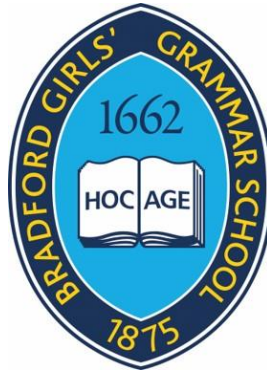


Bradford Girls' Grammar School

Attendance and Punctuality Policy 2025-26



Aspire – Succeed – Lead

Date of review: October 2025

Date of next review: October 2026

Status: Non-statutory

Owner: Associate Assistant Principal (Safeguarding and Attendance)

Contents

1. Trust Policy Statement	3
2. Aims of the Policy	3
3. Introduction	3,4
4. Key Staff	5,6
5. Daily Attendance Routines	6,7
6. Daily Absence Procedures	7,8,9
7. Leave of Absence Requests	10
8. Attendance Register Codes	10,11,12
9. Monitoring and Tracking of Attendance Data	12,13
10. Whole School Attendance Strategy	13,14,15,16
11. Rewards and Incentives	17
12. Punctuality	17,18
13. Students with Medical Conditions, SEND and Social Workers	18
14. In-Year Admissions	18
15. How Parents can Support their Child's Attendance at School	19
16. Formalising Support	19,20
17. Links with Guidance and Other Policies	20,21

Appendix One: Leave of Absence Request Form

Appendix Two: Bradford Local Authority Attendance Guidance: Stage 1

Appendix Three: Bradford Local Authority Attendance Guidance: Stage 2

1. Trust Policy Statement

Bradford Diocesan Academies Trust (BDAT) regards the excellent attendance of children as integral to the success of the students and thus the success of their academies. For the purpose of this policy, the term Trust refers to BDAT. The Trust is committed to ensuring that students and parents/carers understand the absolute importance of full attendance at our schools.

As part of our focus on diversity and inclusion, BDAT pledges that our policies will seek to promote equality, fairness, and respect for all staff and students. Our policies reflect the BDAT values of inclusion, compassion, aspiration, resilience, and excellence. By working closely with a range of stakeholders, such as our school, union, and HR colleagues, we have ensured that BDAT's policies do not unlawfully discriminate against anybody.

2. Aims of the Policy

This policy is intended to outline the expectations, procedures and key staff in relation to attendance as well as the strategy and support in place to ensure students maximise their attendance at school.

We envisage that this policy will act as a 'user manual' for students, families and staff when it comes to attendance at school and will keep it under annual review. We will use our stakeholder voice mechanisms (e.g., board of Governors meeting) in order to ensure that feedback around this policy is taken on board when the policy is reviewed.

This policy will be published on the Bradford Girls' Grammar School website and will be recirculated to parents at the start of each academic year, as well as when it is updated at any other point.

3. Introduction

At Bradford Girls' Grammar School, our priorities are that our students are safe, healthy and successful, all of which are helped by attending school regularly. We believe that working in partnership with families is the best way to maximise attendance at school in order to achieve these priorities. Our aim is for Bradford Girls' Grammar School to be a calm, orderly, safe and supportive environment where all students want to be and are keen and ready to learn.

We know that regular attendance at school is vitally important in helping students to reach their academic potential, to grow socially and emotionally and to develop a range of life skills which will support them as they enter the world of work or higher education at the end of their compulsory education.

Research clearly demonstrates the link between regular school attendance, educational progress, and attainment. Children who frequently miss school fall behind and, ultimately, they are likely to have fewer qualifications and attain lower grades, which can impact on their ability to access further education and/or employment. Therefore attending 100% of the time will give students the best chance of success.

When it comes to school attendance, it is easy to think that 90% attendance is at a positive level, but the reality is that this is equivalent to one day off school per fortnight or 95 hours of learning missed across a year. Children who have less than 90% attendance are regarded as ‘persistent absentees’ from school by government standards.

It is our expectation that our students should only miss school when it is absolutely necessary and should aim for a minimum of 97% attendance over the course of each year. We will consistently work towards a goal of 100% attendance for all children.

Strong school attendance for every child is in everyone’s best interests and it is the responsibility of us all. We are determined to work together with students and their families to make this happen.

4. Key Staff

This section of the policy details key staff and their responsibilities in relation to different aspects of the attendance policy.

Staff Member	Job Title	Role
Rebecca Stothers	Attendance Governor	To ensure that the governing body have an accurate view of attendance within school, support escalation procedures where needed and provide an appropriate level of constructive challenge to school leaders to ensure that the attendance strategy is effective.
Mrs C Foster Caroline.Foster@BGGGS.BDAT-academies.org	Headteacher	To ensure that there is a strong culture of promoting excellent attendance and a strategy which is led effectively by the senior leader responsible in this area.
Ms S Emmonds Sandie.Emmonds@BGGGS.BDAT-academies.org	Senior Leader	Strategic leadership of whole school attendance strategy including policy development, staff training and data analysis.

Mrs A Perry Anna.Perry@BGGs.BDAT-academies.org	Attendance & Safeguarding Officer	Operational leadership of attendance including, monitoring student marks and registers, direct work with families, home visits and liaison with Education Welfare around any legal proceedings/fixed penalty notices.
Mrs G Webster Grace.Webster@BGGs.BDAT-academies.org Mrs C Coleman Chrisoulla.Coleman@BGGs.BDAT-academies.org	Key Stage 4 Leader Key Stage 3 Leader	To strategically monitor and support students in their key stage in maintaining excellent attendance by working directly with students and families to overcome barriers to attendance as part of the whole school strategy.
Various	Year Managers	To support the students in their year group with maintaining excellent attendance by working directly with students and families to overcome any barriers to attendance as part of the whole school strategy. To ensure students with barriers to attendance are appropriately safeguarded, under the direction of the Designated Safeguarding Lead (DSL).
Various	Form Tutors	The form tutor's role is to: • Complete SIMS am register by 8:40am • Record late marks on SIMS if a student arrives after the late bell • For students that have been absent, have an attendance conversation that includes: ○ Reason for absence ○ Challenge reasons that are not acceptable ○ Re-emphasis importance of students attending every day ○ Record every attendance conversation on Class Charts • Update attendance notices/ noticeboard every week

5. Daily Attendance Routines

This section of the policy outlines how the school day operates in practice.

The timings of the school day are outlined below:

Monday to Friday	
School opens – Breakfast Club	8:15am - 8:35am
Registration and Tutor Time	8:40am - 9:00am
Period 1	9:00am - 10:00am
Period 2	10:00am – 11:00am
Break	11:00am – 11:20am
Period 3	11:20am – 12:20pm
Period 4	12:20pm – 1:20pm
Lunch	1:20pm – 2:15pm
Period 5	2.15pm – 3.15pm
End of the School Day	3:15pm
Enrichment Clubs and Intervention (if running)	3:15pm – 4:00pm

Bradford Girls' Grammar School is open to students from 8:15am and they will be welcomed by staff on the gate and door to support them in being prepared for the day. Please note that due to safeguarding reasons, when students enter the school grounds, they will not be permitted to leave the school site.

Before the day begins, students will be supervised in the canteen. Other areas of school will be out of bounds during this time as they are not supervised. Breakfast is available to all students in the canteen from 8:15am. We expect all students to be on school site by 8:35am at the latest so that they have time to organise themselves and get to their first class punctually. This will enable their school day to begin in a calm and positive manner rather than having to rush.

The school day begins with form time where the official morning register is taken at 8:40am so it is vital that all students are punctual.

Form Tutors are a key member of staff for every student and parents, as they may be the only member of staff who sees the student every day. Form Time is a key part of the day as the following occur during this time:

- Key information and messages are communicated to students around items such as room changes, school reports, trips etc.
- Attendance information shared with students including conversations with recently absent students to support their return to school and improved attendance.
- Students are supported with addressing any uniform or equipment issues to ensure that they are prepared for the school day.
- Planners are checked and monitored for communication between home and school.
- The achievements of students linked to the school values and expectations are celebrated. The Form Tutor will also provide advice and guidance to students who have not demonstrated these values so that they can improve.
- Topics linked to the Citizenship and Personal, Social, Health and Economic curriculum are taught, helping students to learn about issues such as how to manage their mental health, drugs/alcohol and relationships.
- Each year group has an assembly one day per week during this time presented by pastoral staff, school leaders, other staff members and student working groups depending on the theme.

The official morning register closes at 9:10am. Students arriving between 8:40am and 9.10am will be given a late register code (the 'L' mark). This does count as a present mark towards their attendance as they have arrived before the official closing time of the morning register.

Where a student arrives after 9:10am, they will be given an unauthorised late register code (the 'U' mark). This counts as an absence mark towards their attendance as they have arrived after the official closing time of the morning register.

Students who are regularly late to school can expect to receive a consequence in line with the school behaviour expectations. If students need support with their punctuality, we encourage them or their parents to get in contact with an appropriate member of staff in school (see Key Staff section).

The official afternoon register is taken at 12:20pm. Registers are also taken in every other lesson throughout the day for safeguarding reasons, but it is the official morning register mark and official afternoon register mark which make up a student's attendance percentage.

6. Daily Absence Procedures

This section of the policy outlines the procedures that parents should follow to report their child absent from school and the systems in place within school to follow this up.

For safeguarding reasons, it is vital that school and families work in partnership so that we know why each child is absent from school on any given occasion.

With this in mind, when their child is unable to attend school for whatever reason, ***parents should inform us at the earliest opportunity, and certainly by 9am***, by a phone call to the Bradford Girls' Grammar School absence line: 01274 545395 and selecting option 2 to speak to the attendance team, there will be a facility for leaving a voicemail if the line is busy.

It is important that parents are specific in the reasons that their child is absent from school (e.g., 'vomiting' or 'fever' rather than 'unwell' or 'a bit under the weather') as this enables us to track patterns of absence more effectively with individuals and particular groups of students, therefore enabling more effective support (see section on Monitoring and Tracking of Attendance Data).

This information will be processed by the attendance team so that registers are accurately recorded for the day for any child who is absent from school (see section on Attendance Register Codes for more details).

After the official morning registers have been taken, we will add any late arrivals to these, so we have an accurate picture of which students are present in school. Late arrivals will also be issued with a detention unless there is a valid reason for this.

This will enable us to quickly identify any students who are not in school and whose parents have not informed us of the reason why. From here, the following actions will be taken in order to ascertain a reason why and ensure the safety of the child:

- Text message sent to priority parent/carer contacts on school system requesting a response. We endeavour to send this within an hour of the school day starting aside from in exceptional circumstances which may impact this (e.g., significant travel disruption).
- If no response is received, we will make phone calls to priority contacts on the school system throughout the morning.
- If still no response is received, we will send a further text message and/or email to all contacts on the school system and will make further phone calls in the afternoon.
- Where necessary, we may also conduct home visits and engage with external agencies such as the Police and Children's Social Care if we are concerned that a child is at risk.
- Where a student is absent from school for three days and no reason has been provided, this will result in action by a member of staff which may include a home visit (despite whether one has already been conducted on day 1 or 2)

- Where a student is absent from school for ten consecutive days and no reason has been provided, this could result in a referral to Bradford Education Welfare for further support as they could be deemed as a Child Absent in Education according to local authority procedures.

In any cases where a student has been marked present earlier in the day but then does not turn up to a lesson, the teacher will report their absence to the pastoral and attendance team who will attempt to locate the student.

If the student cannot be found, a safeguarding call will be made as a priority to the parents/carers to inform them of the absence (truancy). We do not hold mobile phone numbers for students, so parents are best placed to contact them. Please ensure your contact details are kept up to date.

If parents/carers cannot be contacted, staff will attempt to contact other emergency contacts held on the school system to inform them and request their support. If this is unsuccessful, a risk assessment will be undertaken, and the Police may be informed.

Students are not allowed to leave the school site during the day. On the rare occasions when this may be necessary (e.g., they have become severely unwell at school or have an emergency appointment), the following will apply:

- Students are only allowed to leave the site with parental/carers knowledge and written permission. Evidence of the need to leave school will be required in advance.
- Where a student is unwell or there are potential safeguarding concerns, students will not be allowed to leave unless accompanied by an authorised adult.
- Students are not allowed to leave the premises without prior permission from school. If a student does this, they will be regarded as truanting from school.
- Whenever possible, parents should arrange medical and other appointments outside of school time. Only urgent appointments should be attended during the school day and students should return to school after them. Evidence of such appointments will be required in advance.
- Students must be signed out at reception on leaving school and signed back in on their return.
- Where a student is being collected from school, parents should report to reception before the student is permitted to leave the site.

These measures are taken in order to promote the safety and welfare of our students. It is vital that we have at least two contacts on the school system for every student so that we are able to do this effectively. Please email office@BGGs.BDAT-academies.org if you would like to add any additional contacts for your child.

We appreciate the support of parents in informing us in a timely manner of any absences of their children so that we can ensure that all of our students are safe.

7. Leave of Absence Requests

This section of the policy details the procedure in relation to leave of absence requests which will only be authorised in the most exceptional of circumstances.

The Bradford Girls' Grammar School term times and school holiday dates are published a year in advance and are published on the school website.

Training days are published as soon as we have agreed these but may be subject to change.

Any changes will be communicated to parents at the earliest opportunity.

From 1st September 2013, a change to government legislation means that schools are no longer allowed to authorise requests for students to be taken out of school for a holiday during term time. In line with the government's amendments to the 2006 regulations, holidays during term time will NOT be authorised.

Only exceptional circumstances warrant an authorised leave of absence. Some examples which may be considered include compassionate leave, a religious observance or sporting/musical competitions.

Parents/carers should make any such request at least three weeks in advance and in writing by completing a leave of absence form (see appendix one) and handing it in to main reception.

All requests are considered individually, taking into account the circumstances of the request. Other factors will be taken into account including:

- The time of year the student will be absent (e.g., a Year 11 student missing a GCSE examination would be extremely detrimental to them).
- The attendance record of the student.
- The number of previous requests for leave of absence.

Parents will be notified of a decision either by telephone or email. Where a parental request has been refused, and parents continue to take their child out of school, this absence will be recorded as unauthorised.

We reserve the right to apply to the Local Authority to issue a Penalty Notice under Section 444 of the Education Act 1996 where a child has ten or more sessions of unauthorised absence during a ten-week period.

8. Attendance Register Codes

This section of the policy outlines some of the common attendance codes that are used on the register. This is not an exhaustive list and further information can be found in the 'DfE Working together to improve school attendance' guidance which is linked in the 'Links with Guidance and Other Policies' section.

The attendance register is a compulsory legal document which must be accurately maintained by schools using these attendance codes.

Present Codes

These are used when a student is present in school or is at an approved off-site educational activity and they count positively towards their attendance. They include:

/	Morning present mark
\	Afternoon present mark
L	Arrived late but before register closed
B	Present at an approved off-site educational activity (e.g., at alternative provision)
J1	Attending an interview (e.g., a Y11 student at a Post-16 college)
P	Approved sporting activity (e.g., a student who plays for the academy of a professional football club)
V	Educational visit (e.g., where students are out on a school trip)
W	Work experience (e.g., where a Y10/11 student is accessing an approved work experience placement)

Authorised Absence Codes

These are used when a student is absent from school, but we have authorised the absence. These marks count negatively against a student's attendance but do not count against parents when considerations are made around any legal proceedings. They include:

I	Absent due to illness (this will be given without evidence if your daughter's attendance is above 95%)
M	Absent due to medical appointment (please try to make these outside of school hours wherever possible)
C	Leave of absence for exceptional circumstances (e.g., to attend a funeral)
C2	Leave of absence for a student with a part-time timetable
E	Absent due to being issued with a suspension from school
R	Absent due to religious observance
Y	Unable to attend because of an unavoidable cause (e.g., widespread travel disruption or the school site being unexpectedly closed)

Unauthorised Absence Codes

These are used when a student is absent from school, but we have not authorised the absence. These marks count negatively against a student's attendance and may inform any legal proceedings against parents (see section on Legal Proceedings for more details). They include:

N	Absent without a reason being provided. As detailed above, we will make all efforts to contact parents to find out why their child is absent. If we are unable to do so, 'N' marks will be changed to 'O' marks (see below) after five working days.
O	Absent from school without authorisation. Some examples that would fall into this category include: ○ No reason being provided for an absence ○ The child is refusing to come to school ○ Truancy ○ Oversleeping/missing the bus ○ School uniform not clean ○ Birthday treats ○ Looking after younger siblings This is not an exhaustive list. If your child is not in school because they are ill, and we do not receive medical evidence, it will be marked as unauthorised.
G	Absent due to holiday in term time
U	Arrival after the closing time of the official morning register.

9. Monitoring and Tracking of Attendance Data

This section of the policy details how we track, monitor, share and analyse attendance data for individual students and cohorts of students.

In order for all stakeholders (students, parents, staff, governors and external agencies) to work in partnership to ensure excellent attendance for students at Bradford Girls' Grammar School it is important that we track the attendance of students and share this information.

This may be done by the following means:

- Individual student attendance data will be shared on a weekly basis with Form Tutors who will then share it with their class.
- Students attendance will be displayed on form tutor display boards.
- Parents will also be informed about attendance in relation to their child individually and the school more widely through newsletters, social media, academic progress reports, text message, email and letter.
- Attendance data will be used for form tutor attendance challenges on a weekly basis and shared with students.
- Attendance data of different cohorts will be shared with the Senior Leadership Team on a weekly basis. Examples of cohorts include year groups, students with Special Educational Needs or Disabilities and students eligible for free school meals. This will then enable leaders to plan specific intervention to support any cohorts whose attendance is below expected.

- Attendance data of different cohorts will also be shared with the whole staff regularly in briefings so that teachers are aware of which students may need extra support.
- Attendance data will be shared with Governors on a half-termly basis so they can fulfil their responsibilities in supporting and challenging senior leaders in relation to the attendance strategy and the impact it is having.
- Attendance data will be shared with the Local Authority School Attendance Support Team on a termly basis. They will then provide support, advice, and guidance to school on how to make further improvements.
- We will consider local, regional, and national data to help give us context as to the attendance of students at Bradford Girls' Grammar School.
- Where attendance interventions are implemented with students to help them improve their school attendance, we will use data to monitor the impact and assess the efficacy of the intervention.

This list may not be exhaustive, but it is intended to ensure that attendance remains at the forefront of everyone's minds so that we can work together in partnership to secure excellent attendance for all students.

10. Whole School Attendance Strategy

This section of the policy outlines the overall strategy in relation to supporting students to maintain excellent school attendance.

Our strategy is based on a tier model in line with best practice as recommended by the Department for Education, with the level of support dependent upon the level of attendance of the student.

Students whose attendance is below 90% are regarded as 'Persistently Absent Students' by the government and students whose attendance is below 50% are regarded as 'Severely Absent Students'.

The table below shows the different tiers of the attendance model and the range of support/intervention that may be implemented for students within these tiers.

Attendance Tier	Impact on Student	Intervention and Support	Staff Responsible
Tier 1 100%	Students in Tier 1 do not miss any days of school per year, and they access all learning opportunities available to them. They have the strongest chance of fulfilling their potential.	✓ Celebrate class achievement ✓ Celebrate individual achievement ✓ Verbal praise to children ✓ Certificate of achievement. ✓ 100% attendance club rewards	All staff

Tier 2 97%-99%	Students in Tier 2 miss up to 7 days of school per year which is up to 35 hours of learning. They access the majority of learning opportunities available to them and have a strong chance of fulfilling their potential.	✓ Positive encouragement to improve & attendance conversations ✓ Access to rewards when sustained improvement is made ✓ Positive communication home ✓ Communication home when a student is absent and no reason given.	Attendance officer, Year teams, form tutors
Tier 3 93%-96%	Students in Tier 3 miss up to 13 days of school per year which is around 65 hours of learning. They are at risk of underachievement as a result.	✓ Positive encouragement to improve & attendance conversations ✓ Access to rewards when sustained improvement is made ✓ Attendance monitoring ✓ Communication home so parents are aware of concerns, the need to improve and any support that is required from school.	Attendance officer, Year teams, form tutors
Tier 4 90%-92%	Students in Tier 4 miss up to 19 days of school per year. This is approximately 100 hours of learning. They are deemed to be students who are at risk of persistent absenteeism and are at high risk of underachievement.	✓ Positive encouragement to improve & attendance conversations ✓ Access to rewards when sustained improvement is made ✓ Attendance monitoring ✓ Communication home so parents are aware of significant concerns and urgent need to improve (and when no reason given for absence) ✓ Communication with student and parents to identify barriers to attendance and develop bespoke action plan for improvement together	Attendance team, Year teams, form tutors

Tier 5 50%-89%	Students in Tier 5 miss between 20 and 95 days of school per year. This is between one and three entire half-terms or 100-475 hours of learning. They are classed as Persistently Absent students by the government and are at severe risk of underachievement.	✓ Positive encouragement to improve including a range of strategies to increase engagement with education. ✓ Access to rewards when sustained improvement is made ✓ Attendance mentoring ✓ Communication home so parents are aware of significant concerns and urgent need to improve (and when no reason given for absence). ✓ Meeting with student and parents to identify barriers to attendance and develop bespoke action plan for improvement together ✓ SHS Attendance Intervention (specific cohort) ✓ Attendance panel meeting with Governors to discuss how improvement can be secured ✓ Referral to Local Authority School Attendance Support Team ✓ Referral to Early Help or Children's Social Care ✓ Referral to other appropriate external agencies (e.g. CAMHS) ✓ Referral to Education Welfare to begin legal proceedings where absence is unauthorised	SLT member responsible for attendance, Designated Safeguarding lead, Attendance officer, Year teams, form tutors
---	--	--	---

Tier 6 Below 50%	Students in Tier 6 miss over 95 days of school per year. This is over 475 hours of learning. They are deemed to be Severely Absent students by the government and are at extreme risk of underachievement.	✓ Positive encouragement to improve including a range of strategies to increase engagement with education. ✓ Access to rewards when sustained improvement is made ✓ Attendance mentoring ✓ Communication home so parents are aware of significant concerns and urgent need to improve (and when no reason given for absence) ✓ Meeting with student and parents to identify barriers to attendance and develop bespoke action plan for improvement together ✓ Attendance panel meeting with Governors to discuss how improvement can be secured ✓ Referral to Local Authority School Attendance Support Team ✓ Referral to Early Help or Children's Social Care ✓ Referral to other appropriate external agencies (e.g., CAMHS) ✓ Referral to Education Welfare to begin legal proceedings where absence is unauthorised	SLT member responsible for attendance, Designated Safeguarding lead, Attendance team,
---	---	---	--

In addition to the whole school attendance strategy, BGGS have a responsibility to abide by the guidance of the Local Authority Attendance Team. Therefore, BGGS'S attendance policy works in conjunction with the attendance procedures outlined by Bradford Local Authority (see appendix 2 & 3).

11. Rewards and Incentives

This section of the policy outlines the ways that excellent attendance is promoted and incentivised at Bradford Girls' Grammar School.

In order to support students to maintain excellent attendance and encourage them to improve their attendance, it is important that there is a high profile and positive culture around school with rewards and incentives available to them. This will be achieved by:

- Positive attendance messages being shared during Tutor time with individuals, form groups and cohorts who have improved being celebrated
- Positive attendance messages being displayed throughout the school and in classrooms
- Positive attendance messages being shared on social media, newsletters and other external communications
- Attendance competitions between individuals, forms and other cohorts with rewards/privileges for the winners
- Recognition for students who maintain excellent attendance or make sustained improvement to their attendance through achievement points, positive communication home, certificates and other rewards
- Access to end of term celebration events contingent on maintaining excellent attendance or demonstrating significant sustained improvement
- Promotion of excellent attendance at parent information and transition evenings

12. Punctuality

This section of the policy outlines the expectations of students in relation to their punctuality to school and throughout the school day.

Good punctuality on a morning and to each lesson is crucial. Lateness to a lesson causes disruption to that individual's learning and to that of the other students in the class as it leaves teachers having to repeat instructions and breaks the flow of a lesson. It is, therefore, a collective responsibility of all students to ensure they are punctual throughout the day.

We expect all students to be on school site by 8:35am at the latest so that they have time to organise themselves and get to class by 8:40am when the school day begins, and the morning register is taken. This will enable their school day to begin in a calm and positive manner rather than having to rush.

We then expect all students to arrive punctually to all their lessons. Whilst we appreciate that it takes time to move around the school building (consideration will be given to this), it is not acceptable for students to arrive

late for lessons after social times or significantly after the rest of their classmates. As detailed above, this has a negative impact on learning and is not fair on the other students in the class.

Students who are persistently late will be sanctioned through the detention system. This sanction will be in line with the behaviour expectations of the school.

13. Students with Medical Conditions (mental or physical ill health), SEND and Social Workers

This section of the policy outlines the considerations that will be made for students with medical needs (including mental or physical ill health), Special Educational Needs or Disabilities and other vulnerabilities.

At Bradford Girls' Grammar School we hold the same level of aspiration and high expectations for all our students. The right to an education is the same for every student, regardless of their need, therefore the attendance ambition should also be the same. We recognise, however, that some students may have additional needs or vulnerabilities that impact upon their attendance at school.

For example, some students may have diagnosed medical conditions which require them to attend regular hospital appointments during school hours, or complex situations at home with which Children's Social Care are supporting.

In relevant circumstances, we will work together with families and other professionals involved (including SEND services, mental health services, education welfare and attendance improvement services, educational psychologists and/or school nurses) to ensure that any necessary reasonable adjustments to this policy are made.

14. In-Year Admissions

This section of the policy outlines some measures that are implemented for students who join Bradford Girls' Grammar School outside of the normal round of admissions (i.e., other than when they move up from Primary School into Year 7).

All our attendance data from the past few years indicates that collectively students who join Bradford Girls' Grammar School on in-year transfers have attendance rates significantly below the minimum expectation of 97%, impacting on the progress and sense of belonging of these students.

It is, therefore, our policy not to authorise any absence of students who join on in-year admissions during the first six months of their time at Bradford Girls' Grammar School, unless supporting evidence is provided (e.g., a doctor's note or appointment card).

15. How Parents can Support their Child's Attendance at School

This section of the policy provides advice and guidance to parents as to how they can support their children in ensuring excellent attendance at school.

Excellent attendance at school is the aspect of their child's education that parents have the most impact upon. This is why Parental Responsibility Measures are clear that it is a parent's responsibility to ensure their child attends school regularly. The following are some ways in which parents can do this:

- Be aware of their legal responsibilities in ensuring their child attends school regularly.
- Ensure that their child arrives to school punctually every day.
- Reinforce to their children the importance of education and how attending regularly leads to higher achievement.
- Contact school in a timely manner (before 9am) in the event that their child is going to be absent that day, clearly stating the name and reason for absence. This needs to be done on every day of absence.
- Ensure that any medical appointments are booked outside of school hours wherever possible.
- Ensure that any leave of absence request is only made in the most exceptional of circumstances.
- Support their child's attendance (and therefore achievement) by not taking holidays during term time.
- Notify school immediately if there are any changes to details of named contacts for their child (e.g. change of address or phone number)
- Work in partnership with school staff when there are concerns about their child's attendance.
- Support the school with any consequences that are implemented as a result of their child truanting or being late to school or lessons.

16. Formalising Support

This section of the policy outlines the more intense and formal support that will be implemented when more informal measures have been exhausted without success.

We will work with local authorities and other local partners in a joint fashion to share data on individual cases where it is of benefit to the student (e.g., health services where there are medical conditions or the police where there are extra-familial harms).

We will have termly targeted support meetings with the local authority to collaborate on the support that is needed for persistently and severely absent students. We will also share information from our registers with the local authority in order to facilitate timely collaborative working.

In their 2022 report, 'Securing Good Attendance and Tackling Persistent Absence', Ofsted advise schools to take an approach where they, 'listen, understand, empathise and support – but do not tolerate'.

This means that where a student's attendance is an ongoing concern, we will work with families and make referrals to external agencies in order to secure support in removing barriers to attendance and establishing strong attendance routines. These include:

- Attendance Contracts – a voluntary agreement between parents and governors
- Penalty Notices – a fine issued by the local authority where a student has repeated unauthorised absence
- Education Supervision Order – where a court mandates the local authority to supervise a child's education for a period of time
- Parenting Order – where a court places a mandatory order on parents to attend guidance sessions and improve their child's attendance at school
- Attendance prosecution – where a court prosecutes a parent who has failed to ensure their child attends school regularly under the Education Act 1996

These formal mechanisms are a last resort once more informal support has been exhausted, however, we feel it is important to be transparent in stating that we will not shy away from using them where necessary in order to help every student access their education.

17. Links with Guidance and Other Policies

The Bradford Girls' Grammar School Attendance Policy has due regard to the related statutory legislation on areas including:

- [DfE Working together to improve school attendance](#)
- [DfE Summary of responsibilities for school attendance](#)
- [Parental Responsibility Measures](#)
- [Children Missing Education](#)
- [Supporting Students with Medical Conditions at School](#)
- [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](#)
- [Alternative Provision](#)
- [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#)
- [DFE Summary Table of Responsibilities to Improve School Attendance](#)
- [The Education Act 1996](#)
- [The Education \(Student Registration\) \(England\) Regulations 2006](#)
- [The SEND Code of Practice](#)
- [The European Convention on Human Rights \(ECHR\)](#)
- [The Equality Act 2010](#)
- [The UN Convention on the Rights of the Child](#)

This policy should also be read in conjunction with the following Bradford Girls' Grammar School policies:

- Safeguarding Policy
- Suspensions and Exclusions Policy
- Behaviour Policy
- Supporting Students with Medical Conditions Policy
- Accessibility Plan

Appendix One: Leave of Absence Request Form

APPLICATION FOR LEAVE OF ABSENCE FROM BRADFORD GIRLS' GRAMMAR SCHOOL

Date of Request

Students attend school for a maximum of 190 days each academic year. Full attendance is vital for your child's educational progress. Bradford Council expects all parents/carers to ensure that their children attend school regularly. Absences due to holidays, taken during term time can seriously impact on a student's academic attainment. Bradford Council's policy is to only grant leave of absence in the most exceptional circumstances. If permission is given for Leave of Absence the Headteacher will determine the number of days of absence.

Taking 'Leave of Absence' without the schools permission could result in you being issued with a Penalty Notice fine of £60. Penalty Notices are issued, per parent per child. Where permission has been given for 'Leave of Absence', if you fail to return your child within 10 schools days of the agreed return date, your child may be removed from the school roll.

If you wish to apply for your child to be absent from school, please complete this form and return it to school at least two weeks before the intended departure.

Thank you.

PARENT SECTION

Surname of child		First name	
Date of birth		Class	
Surname of parent/carer		First name of parent/carer	
Address of child			
Postcode		Telephone number	
Reason for absence			
Length of absence applied for (number of school days)		Destination	
Date of departure		Date due back in school	
Emergency telephone contact in the Bradford district	Emergency telephone contact abroad		
Parent's/carer's signature			Date

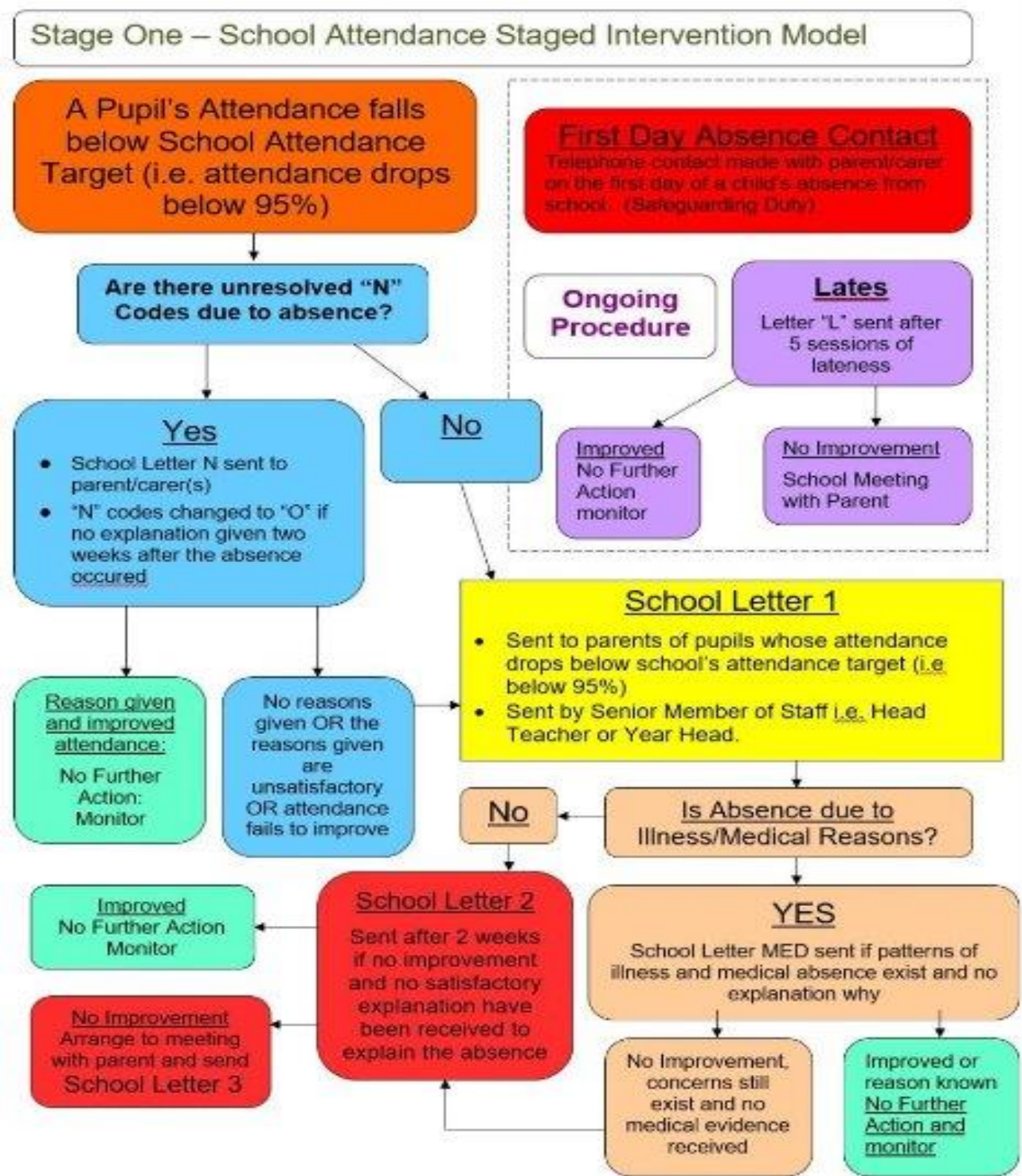
SCHOOL SECTION

Date of meeting with parent/s		Headteacher's signature		Date
-------------------------------	--	-------------------------	--	------

Leave of Absence	Approved for		School days
	Not approved for		School days
Reason for refusing Leave of Absence			

Please Retain for School Records

In the event of the child not returning within 10 school days of the agreed return date and no satisfactory explanation has been provide for the none return the child can be removed from the school register. A Children Missing Education referral should be made to the Education Social Work Service who will require a copy of this form. For further information please see Bradford Council Leave of Absence, Holidays in Term Time, and Extended Leave of Absence – Guidance for Schools or Children Missing Education ‘If A Child Goes Missing’.



Appendix Three: Bradford Local Authority Attendance Guidance (Stage 2)



Education Safeguarding Team Stage Two Intervention Process: Schools

