



Branas School

Attendance and Punctuality Policy

2025-26

As a UNICEF Rights Respecting school, this policy promotes the following articles:

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Implemented	By Whom	Last Review	By Whom	Next Review
February 2026	Gillian Ashley			February 2027

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
02/2026	1	Gillian Ashley	Update and Review



Description and Ethos of Branas School

OUR CULTURE AND ETHOS

Branas school is an independent special school for boys aged 11 – 18 years who have a history of harmful behaviours. The school is registered for up to 25 young people and consists of KS3, KS4 and 5 classes. As a community we are able to support young people with early childhood trauma and additional learning needs. We offer a secondary education which includes English, Maths, Science, Humanities, Art, PE, Careers, Music, PSHE and Careers. Specialist teachers offer individualised sessions for young people who have gaps in their learning. We are a registered AALA centre which enables our young people to develop their self-esteem and confidence, learning skills outside of the traditional curriculum through climbing, hill walking and kayaking. All young people access a range of qualifications including GCSE's, Functional Skills and AQA Awards. Careers lessons prepare them for life beyond school and transition in to college.

Branas Isaf is an integrated model of care which incorporates Education, Therapy and Care as a support system for young people. Therapy includes the Good Lives Model (GLM) which is grounded in the ethical concept of human dignity and universal human rights, and as such, it has a strong emphasis on human agency.

OUR SCHOOL

Branas School is committed to developing respectful and supportive relationships with all young people. We recognise that our young people bring different experiences, interests and strengths, and we understand these will influence the way they learn. Therefore, we take a child-centred approach to education that recognises and responds to individual need. We celebrate effort and achievements and set high expectations. We are here to help our young people learn the skills they need to become successful, motivated and resilient young adults who are fully equipped to make a positive contribution to society.

THE VISION

BELIEVE, EMPOWER, ACHIEVE, ASPIRE

BELIEVE IN OUR TEAM AND IN OUR LEARNERS

EMPOWER OUR LEARNERS TO BELIEVE IN THEMSELVES AND THEIR PERSONAL JOURNEY

NURTURE OUR LEARNERS TO **ACHIEVE**

AND **ASPIRE TO BE THE BEST THEY CAN BE.**

The school moto is at the heart of everything we do at Branas School -

“Community with learning, is a community with heart”

“Cymuned a’i chynefin, sy’n chymuned â chalon”

OUR MISSION STATEMENT:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our young people develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

Current Context

Learners need to attend school regularly to benefit from their education. Missing out on lessons leaves learners vulnerable to falling behind, many of our learners have disrupted prior learning. Learners with poor attendance are likely to achieve less at school. Schools are expected to promote good attendance and reduce absence, including persistent absence, ensure every pupil has access to education to which they are entitled and act early to address patterns of absence.

Guardians* are expected to perform their legal duty by ensuring their learner of compulsory school age, who are registered at school, attend regularly and arrive to school on time”. *Definition of parent: Section 576 of the Education Act 1996 A parent in relation to any learner or young person, includes any person:- a) all natural guardians, whether they are married or not; b) who is not a parent but who has parental responsibility for him/her; or c) who has care of him/her. Parental partners can be included (whether or not they are married or the natural parent of the learner as they have ‘care’ of the learner. If a pupil lives with a grandparent or older sibling as their main carer they can also be included as they are the main care provider.

Daily Procedures

Registration Under the 2006 Education Regulations the school is legally required to register students twice daily. Registers are marked in the morning between 9am and 9.30am and in the afternoon between 1.45 and 2.00pm. It is essential that all learners are registered on both occasions.

It is a legal requirement that a register is taken. Not only does the process allow us to monitor attendance but also to act as a learner checklist in respect of health and safety issues – e.g. Fire Drills.

Each year a school calendar is sent out and clearly indicates the days when your learner is expected to be in school. If your learner tells you that school is to be closed on a day not indicated on the school calendar, please check with the school via telephone. Regular attendance at school is the responsibility of guardians and carers. Under the 1996 Education Act guardians commit an offence if the learner does not attend school regularly.

It is the expectation of the school that all students will achieve at least 90% attendance. There are a variety of reasons for students missing school. Some are unavoidable but we would ask that you support us in ensuring that your learner's attendance meets both the school and the government's expectations. Any problems with regular attendance are best sorted out by the school, the guardians and the student at an early stage. We will closely monitor your learner's attendance and alert you if we feel there is an issue. The school undertakes a wide range of measures to support students where attendance at school is an issue.

Punctuality/Lateness to school

If a learner arrives after 9.30am without any written or verbal confirmation from guardians/carers to explain their lateness, the school will mark the learner with the U code. This means that, although the learner is in school, they are marked absent for the entire morning. This will be marked as an unauthorised absence. The 1996 Education Act requires that every learner should attend school and be on time. It is better to be late than not to be in school at all, BUT when learners arrive late it makes it difficult for everyone. The teacher has to stop and wait for the latecomer to settle down, the rest of the class is disrupted, and the latecomer misses the, often vital, first part of the lesson and impacts on the learning.

Reluctance to go to school

Sometimes learners seem anxious about leaving home to go to school. They may tell you that they feel unwell or give another reason to not attend. You may notice that they are worried from things that they say e.g. that they do not want to do particular subjects, feel that they have no friends or are being bullied. If this is the case please contact the school as soon as possible to address the matter.

Absenteeism

The school has a responsibility to reduce the number of learners whose attendance is below 90% over the school year. Learners with attendance below 70% fall into the 'Persistent Absentee' category. A meeting will be held with the Headteacher to address concerning attendance and monitored for improvement. Where medical reasons are provided, these are explored by the school to ensure that the corporate family is receiving the best possible support to encourage attendance.

At Branas School, we know that good attendance and punctuality are important in helping learners achieve the best that they can be. Education is important, learners should arrive on time and ready to learn, every day the school is open, unless the reason for absence is unavoidable. All research shows that students who attend well achieve well.

ATTENDANCE DURING ONE SCHOOL YEAR %	ATTENDANCE RATING	EQUIVALENT TO DAYS ABSENT	EQUIVALENT TO WEEKS ABSENT	EQUIVALENT TO LESSONS ABSENT
100	Excellent	0 days	0 weeks	0 lessons
97	Good	4 days	1 week	24 lessons
95	Satisfactory	9 days	2 weeks	50 lessons
90	Cause for Concern	19 days	4 weeks	100 lessons
85	Unsatisfactory	29 days	6 weeks	150 lessons
80	Serious cause for concern	38 days	8 weeks	200 lessons
75	Serious cause for concern	48 days	10 weeks	250 lessons
70	Serious cause for concern	57 days	11.5 weeks	290 lessons
65	Serious cause for concern	67 days	13.5 weeks	340 lessons

The government has laid down guidelines which they expect students at secondary school to achieve in terms of attendance.

Schools must enter learners on the admission register and attendance register from the beginning of the first day on which the school has agreed, or been notified, that the learner will attend the school.

Every amendment made to the admission register and the attendance register must 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 (DFE guidance – March 2013).

School maintains the blue register along with electronic records on Behaviour Watch that can provide detailed reports for closer monitoring. See Appendix below.

According to the DFE guidance the following codes are to be used for absences on the register:

CODE	DESCRIPTION	MEANING	MARK
/	Present (AM)	Present	YES
\	Present (PM)	Present	YES
B	Educated off site (NOT dual registration)	Approved Education Activity	YES
C	Other authorised Circumstances (not covered by another appropriate code/description)	Authorised Absence	NO
D	Dual Registration (i.e pupil attending other establishment)	Approved Education Activity	YES
E	Excluded (no alternative provision made)	Authorised Absence	NO
F	Extended family holiday (agreed)	Authorised Absence	NO
G	Family Holiday (NOT agreed or days in excess of agreement)	Unauthorised Absence	NO
H	Family Holiday (agreed)	Authorised Absence	NO
I	Illness (NOT medical or dental etc appointments)	Authorised Absence	NO
J	Interview	Approved Education Activity	YES
L	Late (before registers closed)	Present	YES
M	Medical/Dental Appointments	Authorised Absence	NO
N	No reason yet provided for absence	Unauthorised Absence	NO
O	Unauthorised Absence (Not covered by any other code/description)	Unauthorised Absence	NO
P	Approved sporting activity	Approved Education Activity	YES
R	Religious observance	Authorised Absence	NO
S	Study Leave	Authorised Absence	NO
T	Traveller Absence	Authorised Absence	NO
U	Late (after registers closed)	Unauthorised Absence	NO
V	Educational visit or trip	Approved Education Activity	YES
W	Work experience	Approved Education Activity	YES
X	Non-compulsory school age absence	Not counted in possible attendances	-
Y	Enforced closure	Not counted in possible attendances	-
Z	Pupil not yet on roll	Not counted in possible attendances	-
#	School closed to pupils	Not counted in possible attendances	-

Vocational Placements

Young people at Branass School attend vocational based placements. In these cases, the Careers Co-ordinator will ring the placement school or provider on a daily basis to monitor attendance. School must monitor carefully and share with welfare as requested. Any concerns regarding a learner’s attendance will be referred to the Headteacher and guardians/carers will be contacted and a meeting arranged. It is our responsibility to ensure learners attend

placements on a daily basis and, if applicable, the school will engage with external agencies as necessary to ensure the learners attends.

COVID impact

School attendance is compulsory but we recognise some families will have greater anxiety about learners attendance at school during this time of uncertainty around the risks of COVID-19. In many cases the anxieties will relate to health vulnerabilities within the household or wider family. In these circumstances, schools and local authorities should work to support a learner to access the curriculum and minimise disruption to the learner’s education. The Welsh Government [Learning guidance](#) may be helpful to support this.

If a learner is unable to attend the physical setting of the school due to self-isolation it is vital the school continues to engage regularly with the learner remotely. [Learning guidance](#) is available to support schools and settings in doing so.

Schools should record attendance and absence in keeping with the codes below. Codes [and ; are temporary codes introduced to respond to the new circumstances and should be applied from November, when they are available.

Guidance on when they should be used follows the summary below.

What code should be used?

Code	Meaning	Statistical category
/	Attending school in the am.	Present
\	Attending school in the pm.	Present
[Remote learning due to Covid-19.	Not required to attend
;	Illness due to Covid-19.	Authorised absence
Y	School directed absence due to Covid-19.	Not required to attend

All other codes apply as per the guidance on school attendance: gov.wales/sites/default/files/publications/2018-03/guidance-on-school-attendance-codes.pdf

Improving attendance – WHAT GUARDIANS CAN DO:

1. Try to make all appointments (doctors, court, dentist and hospital) out of school time. This is not always possible but in such cases, try to minimise the disruption to the day.
2. Encourage your learner to take responsibility for being on time for school. Try to make sure they have an alarm clock that is reliable. Make sure that they have a realistic bedtime and will not be too tired to get up in the morning for school. Bags, books and other equipment should be prepared the night before.
3. Check with the school’s Administrator – Attendance if you have any concerns about whether your learner is present in school. Our Attendance Clerk is Samantha Roberts Samantha.roberts2@branas.co.uk

4. Leave of absence during term time is not a parental right. If there are special or exceptional circumstances please contact the Headteacher and a decision will be made as to whether the absence will be authorised or not.
5. Encourage your learner to come to school even if they are feeling slightly unwell. Many aches and pains are forgotten when they are with friends and the school will contact you if it becomes necessary.
6. Talk positively about going to school – “What was good about school today?” “Did anything funny happen?”
7. Monitor your learner’s internet and social media use to ensure they are not experiencing any difficulties that may prevent them from wanting to attend school.
8. Take any worries seriously but do not show that you are unduly concerned. Believe that they will be sorted out. Contact the Headteacher or Deputy Head before the concerns escalate.

Improving attendance – WHAT SCHOOL DOES:

1. Mark the registers twice a day in accordance with the law.
2. Informs any guardians who have not contacted the school, of the absence of their learner on a particular day.
3. Maintains records and monitors attendance of students on a regular basis.
4. Authorises absences in accordance with the government guidelines. Please note that only the school can authorise absence.
5. Contacts guardians / carers when the attendance falls below acceptable levels and / or when particular patterns of absence are causing concerns.
6. Provides access to staff with whom attendance related issues can be discussed.
7. Works with external agencies to maintain good attendance and to support the student / family with any issues that may affect attendance and punctuality to school.
8. Maintains a range of strategies to encourage good attendance by means of rewards.
9. Works with relevant external agencies if a students’ attendance becomes a concern, ie – Social Care, Virtual Schools etc.
10. The school has produced a new attendance rationale to be introduced as a strategy for improving attendance. The school does challenge absenteeism on a number of levels and provides accurate attendance data analysis, however, these approaches need to be embedded in policy and procedure also.

The school has a legal responsibility to promote good attendance. Equally, guardians have a duty to make sure that their learner attend school regularly. Our staff are committed to working closely with guardians as the best way to ensure as high a level of attendance as possible. Your continued support in this matter is essential. Please work with us.

Next policy review date:

Head teacher:	Gillian Ashley	Date:	11/02/2027

Appendix

BehaviourWatch attendance reporting systems

Attendance Breakdown

