



ATTENDANCE POLICY

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STATEMENT OF INTENT

At Esteem South Academy, we believe that good school attendance is important to enable pupils to maximise the opportunities available to them and thrive. Esteem South Academy take a 'support-first' approach to addressing attendance concerns, and we are committed to building strong relationships with pupils and families to promote good attendance and remove barriers to attendance where concerns arise. In line with the Department for Education's statutory guidance on [working together to improve school attendance](#), we work collaboratively with pupils, parents/carers, and external partners to:

Expect – aspire to high standards from all pupils and parents/carers to build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

Monitor – rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

Listen and understand – when a pattern is spotted, discuss with pupils and parents/carers to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

Facilitate support – remove barriers in school and help pupils and parents/carers to access the support they need to overcome the barriers outside of school.

Formalise support – where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances, this may include formalising support through an attendance contract or education supervision order.

Enforce – (for pupils of statutory school age) where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

1. AIMS

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's 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 pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence

- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

2. LEGISLATION AND GUIDANCE

This policy is based on the Department for Education's statutory guidance on [working together to improve school attendance](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set 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 \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

3. ROLES AND RESPONSIBILITIES

3.1 The Governing Board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the Department for Education and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos

- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils 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 and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' 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 pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy

The **link governor for attendance** is David Symons, who can be contacted via the school office.

3.2 The Headteacher

The headteacher is responsible for:

- The 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 pupils
- Monitoring the impact of any implemented attendance strategies

- Issuing fixed-penalty notices, where necessary and/or appropriate
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels

3.3 The Designated Senior Leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Monitoring and analysing attendance data, and benchmarking attendance data to identify areas of focus for improvement
- Having a strong grasp of absence data
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Advising the headteacher when to issue fixed-penalty notices
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues in collaboration with the pupil's staff team and/or the school family support worker
- Working with education welfare officers to tackle persistent absence
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers, where needed
- Delivering targeted intervention and support to pupils and families in collaboration with the pupil's staff team and/or the school family support worker
- Working with the parents/carers of pupils to develop support approaches for attendance specific to a pupil's special educational needs and/or disabilities, including where school transport is regularly being missed, and where there are barriers to attendance that relate to the pupil's needs in collaboration with their staff team and/or the school family support worker
- Communicating with the local authority when a pupil with an Education, Health and Care Plan (EHCP) has falling attendance, or where there are barriers to attendance that relate to the pupil's needs

The **designated senior leader** responsible for attendance is Holly Lakin, who can be contacted via the school office.

3.4 Class Teachers

Class teachers are responsible for:

- Recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office via Arbor by 09:00am for the morning session and 13:05pm for the afternoon session
- Reporting concerns about attendance or emerging patterns of absence to the designated senior leader responsible for attendance

3.5 School Office Staff

School office staff will:

- Take calls from parents/carers about absence on a daily basis and record it on Arbor
- Consult the register on Arbor for both morning and afternoon sessions on a daily basis to enter the correct code for absent pupils, and follow up on unexplained absences
- Transfer calls from parents/carers to the family support team should more detailed support around attendance be required

3.6 Parents/Carers

Where this policy refers to a parent/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)

Parents/carers are expected to:

- Make sure their child attends every day, on time (though, where there are transport difficulties, this can be discussed with the family support team or a member of the school leadership team)
- Call or email the school office to report their child's absence **before 09:00am** on the day of absence and each subsequent day of absence with the exception of when a fixed period of absence is required (e.g. 48 hours for sickness or diarrhoea), and advise when they are expected to return – **reporting absences to transport providers does not replace the need to make direct contact with school**
- Provide the school with more than 1 emergency contact number for their child, where reasonably possible

- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the family support team via the school office

3.7 Pupils

Pupils are expected to:

- Do their best to attend school every day, on time

4. RECORDING ATTENDANCE

4.1 Attendance register

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#), whether every pupil is:

- Present
- Attending an approved off-site activity
- Absent
- 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
- The name and position of the person who made the amendment

See Appendix 1 for the Department for Education attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of the circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school opens to welcome pupils through the front entrance at 08:40am, and pupils must arrive by 09:00am on each school day. Pupils arriving after this time should report to the school office, and a reason for lateness provided and recorded.

The school day ends at 15:10pm.

The register for the first session will be taken between 08:40am and 09:00am, and will be kept open until 09:30am. The register for the second session will be taken at 13:00pm and will be kept open until 13:05pm.

4.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence **before 09:00am**, or as soon as practically possible, by calling or emailing the school office on: 01283 247580 or enquiries-high@fountains.staffs.sch.uk

We will mark absence due to physical or mental illnesses as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or another appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about 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 pupil's parent/carer notifies the school in advance of the appointment by calling or emailing the school office. Parents/carers will be asked to provide evidence of the appointment, and this will be uploaded to Arbor.

However, we encourage parents/carers to make medical and dental appointments outside of the school day where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence (see section 5 to find out which term-time absences the school can authorise).

4.4 Lateness and punctuality

A pupil 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 late, using the appropriate code; this is an unauthorised absence and negatively impacts on a pupil's attendance percentage

If ongoing lateness and punctuality issues are identified, these will be brought to the attention of the designated senior leader responsible for attendance who will take action as appropriate and necessary.

4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will follow the unexplained absence procedure:

Day 1 of unexplained absence	<p>School office to contact parents/carers and emergency contacts via all appropriate methods (e.g. telephone call, text message, email) to ascertain the whereabouts of the pupil.</p> <p>If no contact is made by 11:00am, safeguarding team to be informed via email, and attempts to contact to continue.</p> <p>If a child has a social worker or youth offending team worker, they are to be informed of the unexplained absence.</p>
Day 2 of unexplained absence	<p>School office to continue contacting parents/carers and emergency contacts to ascertain the whereabouts of the pupil.</p> <p>Safeguarding team to be informed whether contact has been successful or not.</p>
Day 3 of unexplained absence	<p>School office to continue contacting parents/carers and emergency contacts to ascertain the whereabouts of the pupil.</p> <p>If no contact is made by 11:00am, home visit to be carried out by a member of the safeguarding team.</p> <p>Safeguarding concern to be recorded.</p>
Days 4-10 of unexplained absence	<p>School office to continue contacting parents/carers and emergency contacts to ascertain the whereabouts of the pupil.</p> <p>Safeguarding team to take action to ascertain the whereabouts of the pupil (e.g. through further home visits, contact with schools attended by siblings, contact with housing providers, speaking to neighbours).</p> <p>Safeguarding concerns escalated via contact with, or a referral to social care.</p>
Days 10-20 of unexplained absence	<p>Safeguarding team to refer to local and national children missing in education guidance.</p>

Notes:

- This procedure can be flexible depending on the needs of the individual pupil
- Any safeguarding concerns should be prioritised in accordance with policies and procedures
- The safeguarding team will consider the need to contact external agencies at all stages, and the police will be contacted if there are immediate concerns for safety
- Actions taken will be recorded on the appropriate system at all stages.
- This procedure applies to all pupils, including those who are not of statutory school age

The school will also:

- 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 pupil was absent
- Where appropriate, offer support to the pupil and/or their parents/carers to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

4.6 Reporting to parents/carers

The school will regularly inform parents/carers about their child’s attendance and absence levels through termly traffic light letters, the annual school report, and at progress evenings.

Attendance and absence levels will be reported to parents/carers on a more frequent basis where there are concerns about attendance.

Parents/carers will also be reminded of the impact frequent absence and lateness has on their child’s education as follows:

ATTENDANCE MATTERS		
Attendance during one school year	Equals approximate days absence	Which is approximately weeks absence
95%	9 days	2 weeks
90%	19 days	4 weeks
85%	29 days	6 weeks
80%	38 days	8 weeks
75%	48 days	10 weeks
70%	57 days	11.5 weeks
65%	67 days	13.5 weeks
50%	95 days	19 weeks

PUNCTUALITY MATTERS		
Minutes late per day during the school year	=	Approximate number of days teaching lost in a year
5 minutes		3 days
10 minutes		6 days
15 minutes		9 days
20 minutes		12 days
30 minutes		18 days

5. AUTHORISED AND UNAUTHORISED ABSENCE

5.1 Approval for term-time absence

The headteacher will allow pupils 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 pupil 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 headteachers discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as situations like weddings, funerals, or an unforeseen circumstance that is beyond the control of the pupil or their parents/carers. This includes events such as bereavement, a housing crisis, or transport-related issues outside of the parent/carer's control.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 2-weeks before the absence. This should be done in accordance with the request for leave in term-time form, which is accessible via the school office. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for authorised absence include (but are not limited to):

- Illness (including mental health illnesses) 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 pupil's parent(s)/carer(s) belong(s). If necessary,

the school will seek advice from the parent/carer's religious body to confirm whether the day is set apart.

- Parent(s)/carer(s) 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 pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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

- Attending an off-site approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil 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 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, 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 headteacher makes the decision to issue a penalty notice, they will request this from the local authority.

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 pupil
- 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/carer who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent(s)/carer(s) 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(s)/carer(s) must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent(s)/carer(s) within 3 years of the first penalty notice in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent/carer in respect of the same child within 3 years of the date of 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/carers 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/carers that the pupil 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/carer must pay £60 within 21 days, or £120.

Notices to Improve

If the national threshold has been met and support is appropriate, but parents/carers 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 pupil attends school.

The will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents/carers 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 does not 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

Esteem South Academy use a number of means to promote good attendance, and always encourage pupils to do their best:

- We communicate high expectations for attendance and punctuality regularly to pupils and parents/carers
- We celebrate pupils who have outstanding attendance and/or have demonstrated GRIT to do their best to improve their attendance
- We send termly traffic light letters to inform parents/carers of their child's attendance and absence levels
- We work together with a range of professionals to support pupil's with complex needs in the school environment, where possible
- We aim to build close and productive relationships with parents/carers to discuss and tackle attendance issues
- We use the school and Esteem MAT earliest help offer as means of targeted intervention, where needed
- We work closely with external agencies and refer pupils/families for additional support, where needed

7. SUPPORTING PUPILS WHO ARE ABSENT OR RETURNING TO SCHOOL

7.1 Pupils absent due to complex barriers to attendance, including mental or physical ill-health or SEND

The school is aware that there are often a range of complex circumstances and/or needs that may influence on a pupil's attendance, and that absence is so often a symptom of wider issues.

The school is committed to building strong relationships with pupils and families to develop support approaches for attendance specific to a pupil's needs. This will be done in collaboration with other agencies, where needed.

When a pupil is absent due mental or physical ill-health or SEND, we will maintain regular contact with their parent/carer and, where appropriate, the pupil; the frequency of this contact will be agreed with the parent/carer.

Where a pupil has an EHCP and their attendance falls, or the school becomes aware of barriers to attendance that are related to the pupil's needs, the school will inform the local authority.

The school will also provide the local authority with the full name and address of all pupils of compulsory school age who have been recorded with an 'I' code (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of illness.


7.2 Pupils returning to school after a lengthy or unavoidable period of absence

There are circumstances where pupils are absent from school for periods of time for reasons that are unavoidable (e.g. admission to hospital or injuries) and they need to be reintegrated.

A pupil's reintegration back into school will be an individual arrangement, and appropriate risk assessments will be completed, where needed. The school will create reintegration plans and risk assessments in partnership with pupils and their parents/carers and, where necessary, medical professionals and the local authority.

7.3 Procedures for addressing attendance concerns

Esteem South Academy take a 'support-first' approach to addressing attendance concerns, and will follow a 'graduated response' where concerns arise:

 <p>Regular monitoring and review</p>	<p>Pupil attendance falls below 96%</p>	<p>The pupil is at risk of persistent absence.</p> <p>School sends 'at risk of persistent absence' letter to parent(s)/carer(s) along with the pupil's attendance certificate.</p>
	<p>Pupil attendance falls below 90%</p>	<p>The pupil is persistently absent.</p> <p>School sends a 'persistent absence' letter to parent(s)/carer(s) along with the pupil's attendance certificate.</p> <p>Pupil's form tutor makes a supportive telephone call to parent/carers.</p>
	<p>Pupil attendance falls below 85%</p>	<p>Concerns for the pupil's attendance are increasing.</p> <p>School sends a letter to parent(s)/carer(s) inviting them to an attendance support meeting.</p> <p>Attendance support plan created.</p>
	<p>If no improvements are made</p>	<p>If no improvements are made in the 4-weeks following an attendance support meeting, the designated senior leader responsible for attendance will consider next steps in partnership with parent(s)/carer(s) and, where needed, other agencies.</p> <p>For pupils of statutory school age: this could include the use of legal sanctions if voluntary support is not working or being engaged with.</p> <p>For pupils not of statutory school age: this could include holding an annual review meeting to consider whether the setting can continue to meet the needs of the pupil.</p>

Notes:

- This response can be flexible depending on the needs of the individual pupil as we recognise that some pupils have complex health needs which could impact on their level of absence
- Where support is not appropriate (e.g. in the case of a term-time holiday) and the national threshold has been met, the headteacher will consider whether to issue a penalty notice (see section 5.2)
- The steps outlined in this graduated response apply to all pupils, including those who are not of statutory school age

8. ATTENDANCE MONITORING

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) weekly, half-termly, termly, and yearly across the school and at an individual, year group and cohort level.

Specific pupil information will be shared with the Department for Education on request.

Data will be collected each term and published at national and local authority level through the Department for Education'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 a 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 pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils 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 pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absence may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4)
- Provide regular attendance reports to form tutors to facilitate discussions with pupils and families, and to the governing board and school leaders

- Use data to monitor and evaluate the impact of any interventions put in place in order 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 pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. 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
- Aim to work together with parents/carers of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent (see section 7.3), 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 pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2)

9. MONITORING ARRANGEMENTS

This policy will be reviewed as guidance from the local authority and/or Department for Education is updated, and as a minimum annually by the designated senior leader responsible for attendance. At every review, the policy will be approved by the full governing board.

10. LINKS WITH OTHER POLICIES

This policy links to the following policies:

- Child protection and safeguarding policy

- Behaviour policy
- Children with health needs who cannot attend school policy

APPENDIX 1: ATTENDANCE CODES

The following codes are taken from the Department for Education's [guidance on school attendance](#):

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement

B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		

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

Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: In police detention Remanded to youth detention, awaiting trial or sentencing, or Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session

Administrative codes

z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays