



## Shadsworth Infant School Attendance and Punctuality Policy

**“Attendance is not optional” There is an expectation that children are in school every day”**

### 1. Aims

For children to take full advantage of the educational opportunities offered at Shadsworth Infant School, it is vital they are at school, on time, every day the school is open, unless the reason for the absence is unavoidable. There is a strong link between absence and attainment. Any absence from school affects the pattern of a child’s education and regular absence will seriously affect a child’s learning. Good attendance and punctuality will increase the chances of a child achieving their full potential in school.

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education’s (DfE’s) statutory guidance on [Working together to improve school attendance](#), 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

We will also promote and support punctuality in attending lessons.

The Education Act 1996 states “If any child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school, his/her parent is guilty of an offence”.

At Shadsworth we will:

- Work with pupils and their families to strive to achieve full attendance for all children.
- Acknowledge the efforts of pupils and parents who ensure good attendance and punctuality.
- Challenge the behaviour of those pupils and parents who give low priority to attendance and punctuality.
- Maintain an effective and efficient system of communication with pupils, parents and appropriate agencies to assist in improving attendance and punctuality.
- Maintain an effective and efficient system of gathering, monitoring, analysing and acting on attendance related data.
- Continue to ensure that good attendance and punctuality is a priority for pupils, parents, staff and governors.

## Safeguarding

We recognise that there is a link between low attendance and safeguarding issues. Children with low attendance are more vulnerable to exploitation and abuse. We therefore strive to ensure that every child has good attendance and punctuality at school in order to reduce the vulnerability. Consideration will be given to supporting children and families where attendance or punctuality is a concern. This may be done through the CAF Process or referral to statutory services such as Children's Social Care.

## 2. Legislation and Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) 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 Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

[School census guidance](#)

[Keeping Children Safe in Education](#)

[Mental health issues affecting a pupil's attendance: guidance for schools](#)

## 3. Roles and Responsibilities

Achieving good attendance and punctuality is everybody's responsibility.

### Parent's Responsibility

Where this policy refers to a parent, 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 are responsible for making sure that their children of compulsory school age receive a suitable full-time education" (Education Act 1996, Section 7)

### Parents must:

- Ensure their child attends school every day that school is open.
- Ensure their child is ready to enter school by 8.45am every day that school is open.
- Ensure their child is collected from school promptly at 3.15pm by an appropriate person, and notify school at the earliest opportunity if they are running late or if somebody is collecting their child who is not listed on the pupil contact form.

- Not keep their child off school for minor ailments.
- Arrange non-urgent medical appointments outside of school hours wherever possible.
- Notify school by 9am if their child is unwell and unable to attend school for any reason, on the first and subsequent days of absence.
- Request permission in advance for any planned leave of absence.
- Provide a satisfactory explanation for any absences and lateness.
- Ensure that school have up to date contact details and respond promptly to calls from school.

### **Pupil's Responsibility**

Pupils are expected to:

- Attend school every day, on time.
- Listen to their Parent, follow their instructions and get up and ready for school on time.

### **School have a responsibility to:**

- Act within the requirements of statutory and non-statutory guidance, local Codes of Conduct, and with reference to other relevant policies listed above,
- Keep an attendance register at the beginning of the morning and afternoon sessions.
- Work collaboratively with parents, pupils, governors and other agencies to promote good attendance and punctuality.

### **Individual roles within school**

#### **The Governing body**

The Governing body is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - o Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - o 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:

- o the importance of good attendance
- o That absence is almost always a symptom of wider issues
- o the school's legal requirements for keeping registers
- o 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
- Holding the headteacher to account for the implementation of this policy
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- The Link Governor for attendance is Mrs Jackie Gallagher. We have half termly meetings to discuss attendance priorities.

### **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 authorising Emma Varey/Chris Mooney (Deputy headteacher/DSL) to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
- Decide whether any absence will be recorded as authorised or unauthorised in accordance with this policy, and taking account of statutory and non-statutory guidance.

### **The designated senior leader**

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
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- The designated senior leaders responsible for attendance is Emma Varey

### **The attendance officer**

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to Governors and school staff, reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Advise office staff on attendance codes to be used
- Having regular communication with families where attendance is a concern
- Working with LA Inclusion officers to tackle persistent absence
- Make referrals to the School nurse where appropriate
- Work together with the Pupil Wellbeing lead on a daily basis
- Advising the headteacher / deputy headteacher (authorised by the headteacher) when to issue fixed-penalty notices
- The attendance officer is Chris Mooney

### **Teachers**

Teachers are responsible for:

- Record attendance in their Class Attendance Register onto SIMS using the appropriate codes (appendix 1)
- Remind and promote good attendance with their class including Attendance Passports
- Discuss attendance at with all PA families within in their class on a regular basis on the playground – reminders, asking reasons for non-attendance
- Discuss attendance with all families at Parents Evening, particularly for those children where there are attendance concerns – termly

### **The Office Manager or Administrative Assistant**

The Office Manager or Administrative Assistant are responsible for:

- Add to the Class Attendance Register onto SIMS updating codes
- Record details of phone calls from parents about pupil absences on SIMS – daily.
- Contact parents/carers or other named contacts for all pupils who are absent without reason – daily.
- Provide the Headteacher with a list of pupils who are absent without contact – daily.

### **Timeline of action by the Attendance Team:**

- Monitor daily absence
- Ring all absentees daily
- Home visit absent vulnerable children or after 2 days if not on vulnerable register
- Liaise with one another on a daily basis
- Keep profile of attendance high

## **4. Recording attendance**

### **Attendance register**

Staff input into SIMS. (This year we will be rolling out the use of SIMS Next Generation)

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 be marked, 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 educational 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 DfE 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 circumstances, where a pupil is unable to attend due to exceptional circumstances
- The nature of illness and whether medical attention has been sought by parents / carers for their child.

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

The school day starts at 8.45am and ends at 3.15pm Pupils must arrive in school by 8.45am on each school day.

The register for the first session will be taken by 9am and will be kept open until 9.30am

The register for the second session will be taken by 1.30pm.

### **Unplanned absence**

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9am, or as soon as practically possible, by calling the school office staff, who can be contacted via 01254 698002 / [office@shadsworthinfant.blackburn.sch.uk](mailto:office@shadsworthinfant.blackburn.sch.uk)

See Appendix 2 and 3 for our procedure for recording and following up absences.

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

Where the absence is longer than 3 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, or other 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 will be notified of this in advance.

### **Planned absence**

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment and produces an appointment letter / card. However, we encourage parents to make medical and dental appointments out of school hours 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 must also apply for other types of term-time absence as far in advance as possible of the requested absence. Section 5 explains which term-time absences the school can authorise.

Please complete a Discretionary Leave of Absence form – the office has copies

### **Lateness and punctuality**

Parents are expected to bring their child to school on time between 8.35am and 8.45am.

Pupils who arrive after the doors close at 8.45am will enter school via the school office ensuring office staff have seen them.

Parents will be asked to provide a reason for late arrival.

Children arriving between 8.45am and 9.15am will receive a late mark (Code L).

Registers close at 9.15am and children arriving after this time will receive a Code U late mark, which is counted as 1 half day unauthorised absence.

### **Collection of the End of the School Day**

The school day ends at 3.15pm and parents are expected to ensure their child is collected promptly by an appropriate person.

Children will remain in class to be collected until 3.30pm, classroom staff will phone Parents at 3.25pm

At 3.30pm children will be taken to the school office.

If a child is collected after 3.30pm a late register must be completed by the person collecting them.

The school may also act in accordance with the Local Authority's protocol for safeguarding children not collected from school at the end of the school day.

If a pattern develops, the attendance team will meet with Parents to solve the ongoing issue. This will be reviewed after 4 weeks where further action may be taken.

The Attendance Officer will monitor punctuality and address any ongoing issues.

### **Following up unexplained absence**

Where any pupil expected to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason.
- If the school cannot reach any of the pupil's emergency contacts, the school may contact for example, social services, the police.
- School may also conduct a home visit from day 1 of absence. 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

- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary.
- If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from external agencies, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: [issue a notice to improve, penalty notice or other legal intervention (see below), as appropriate]

### **Children Missing from Education (CME)**

In accordance with Keeping Children Safe in Education 2024, all staff are aware that if children go missing, this can be a warning sign of a range of safeguarding possibilities. School know that early intervention is key to identifying any risk and to prevent the risk of a child going missing in the future.

School are updated annually on the procedures which are to be taken in the case of a Child Missing in Education.

School are required to inform the local authority about the details of:

- All children who are believed to have moved out of the Blackburn with Darwen (BwD) geographical area after the school has undertaken reasonable enquiries (to be completed within 10 school days) and the child's whereabouts have still not been confirmed.
- Children who have been absent without the school's permission for a continued period of 10 days
- Children who have failed to return to school for 10 days beyond the expected return date following a leave of absence period
- Children who have relocated abroad
- All Gypsy Romany Traveller children who school believes have gone travelling without securing prior agreement and/or confirming a return date
- Children who are withdrawn from school, but parents are unwilling or unable to say where or how their child will continue to be educated.

In a case of CME, the school needs to make reasonable enquires and the Attendance Team must:

- Obtain as much information as possible from parents before relocation
- Maintain contact with parents following relocation
- Confirm admission with the receiving school
- Make a home visit if possible
- Make general enquiries amongst friendship groups
- Establish contact with all named people on the child's record.

Relevant CME forms will be completed and sent to the Inclusion Team.

### **Reporting to parents**

The school will regularly inform parents about their child's attendance and absence levels for example, weekly texts informing parents if their child has been late, phone calls regarding attendance, half termly letters, improvement in attendance letters.

## 5. Authorised and unauthorised absence

### 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 headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as one-off events which are unavoidable, examples may include the death of a close relative, attendance at a funeral, respite care of a looked after child, a housing crisis which prevents attendance

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 a leave of absence will be granted for the purposes of a family holiday.

Any request must be via a Leave of Absence request form.

The school considers each application for term-time absence individually, taking into account 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 4 weeks before the absence, and in accordance with any leave of absence request form, 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 illness) and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart Parent(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)

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 offsite 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

## **Unauthorised Absence**

Pupils who are absent from school without a satisfactory reason will be marked as an unauthorised absence using Code O. Persistent unauthorised absences could lead to a referral to the Local Authority Inclusion Service and potential Penalty Notices being requested.

## **Sanctions**

### **Attendance Concerns**

Pupils where attendance is a concern will be invited to meet with the Attendance team to discuss reasons and seek support. This is reviewed with Parents, four school weeks later.

If there has been no improvement in the first review period, further support will be explored and another review held after four school weeks.

In the event that there has been no improvement after the second review period, advice will be taken from the Local Authority Inclusion Officer, with the possibility of a referral being completed, which may lead to Penalty Notices or legal action being taken.

School will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance.

Decisions will be made on an individual, case-by-case basis.

### **Penalty notices**

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

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

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)

- Whether a penalty notice is the best available tool to improve attendance for that 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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence. This could include step parents who live in the same household as the pupil.

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

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

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

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

### **Notices to improve**

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

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

They will include:

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

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

Regular good attendance and punctuality will be promoted and rewarded in accordance with the School Improvement Plan. As well as publicity on the website/social media and regular newsletter items:

### **Rewards**

- Each week the class with the best attendance will receive 'Attendance Ted' and the Attendance trophy that will be kept in their classroom until the following week.
- The names of children with 100% attendance for the full term/year will be placed in a draw, the winner will receive a prize discussed at School Council.
- Each week one pupil who has achieved 100% attendance for the week will be chosen from each class and will be rewarded with wearing their own clothes for one day the following week.
- Each week all pupils who have achieved 100% attendance for the week will be rewarded with a 100% attendance sticker.
- Termly attendance certificates
- Termly Attendance Postcards
- Themed days to encourage attendance
- Termly prize for the most improved attendance
- Annually an individual prize may be awarded for any pupil finishing Year 2 who has 100% attendance for each of their three/four years at Shadsworth Infant School

The School Council chose the rewards on the Attendance passports, should these need updating, School Council will discuss what rewards they would like and then classes will vote.

### **Parental Communication**

- Each week a text will be sent to all parents if their child has been late.
- Half termly letters will be issued to all parents outlining their child's attendance that term.
- Regular communication with parents regarding attendance will be a priority. This will be done through phone calls and parental meetings

### **Attendance Passports**

- Attendance Passports will be issued to all children where they will closely monitor their own attendance
- Staff will promote this in their classrooms.
- Children will complete their own passport, children who need support will be helped by classroom staff.
- During Attendance Passport time, discussions around attendance will take place daily in classrooms.

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

### **Pupils absent due to complex barriers to attendance**

The attendance officer and our school SENDCO will meet families individually if there is a pupil with complex barriers to attendance. A personalised plan for the pupil will be put in place in consultation with the parents and any other agencies involved.

### **Pupils absent due to mental or physical ill health or SEND**

The attendance officer and our school SENDCO will meet families individually if there is a pupil absent from school due to mental or physical ill health or their SEND. A personalised plan for the pupil will be put in place in consultation with the parents and any other agencies involved. Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

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

A Senior Leader will meet families individually if a pupil is returning to school after a lengthy or unavoidable period of absence. A personalised plan for the pupil will be put in place in consultation with the parents and any other agencies involved.

## **8. Attendance monitoring**

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

Specific pupil information will be shared with the DfE on request.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

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

The Attendance team will monitor attendance and punctuality for all pupils on a weekly basis using the following guidelines;

- All children with attendance below 95%- or 3-days absence will be monitored closely – this may result in contact with parents and support will be offered to improve attendance.
- A Pupil Voice will be completed with the child to identify any barriers to attendance and to gather their views about school.
- Where attendance does not improve and absences are due to illness, medical evidence will be requested in order for any further absences to be authorised.
- Referrals may also be made to the School Nurse where regular illness or medical problems are having an adverse effect on a child's attendance.
- Pupils with attendance below 90% or with 6 days/12 sessions absent (including lates) or more will be invited into school for an attendance meeting whereby an Individual attendance plan will be created. This will be reviewed every 4 weeks.
- Pupils missing twenty sessions (10 days) or more will be invited into school for an attendance meeting where a parenting contract will be put in place. This will be reviewed every 4 weeks.
- Punctuality will be monitored every three weeks and contact will be made with parents where lateness is a concern, either in terms of the regularity or pattern of lateness and the amount of school time missed. Support will be offered to reduce lateness.

## **Analysing attendance**

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- 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

## **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/families it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing body and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- 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

## **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
- Hold regular meetings with the parents 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, to:
  - o Discuss attendance and engagement at school
  - o Listen, and understand barriers to attendance
  - o Explain the help that is available
  - o Explain the potential consequences of, and sanctions for, persistent and severe absence
  - o 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

## 9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated. At every review, the policy will be approved by the full governing body.

## 10. Links with other policies

This policy links to the following policies:

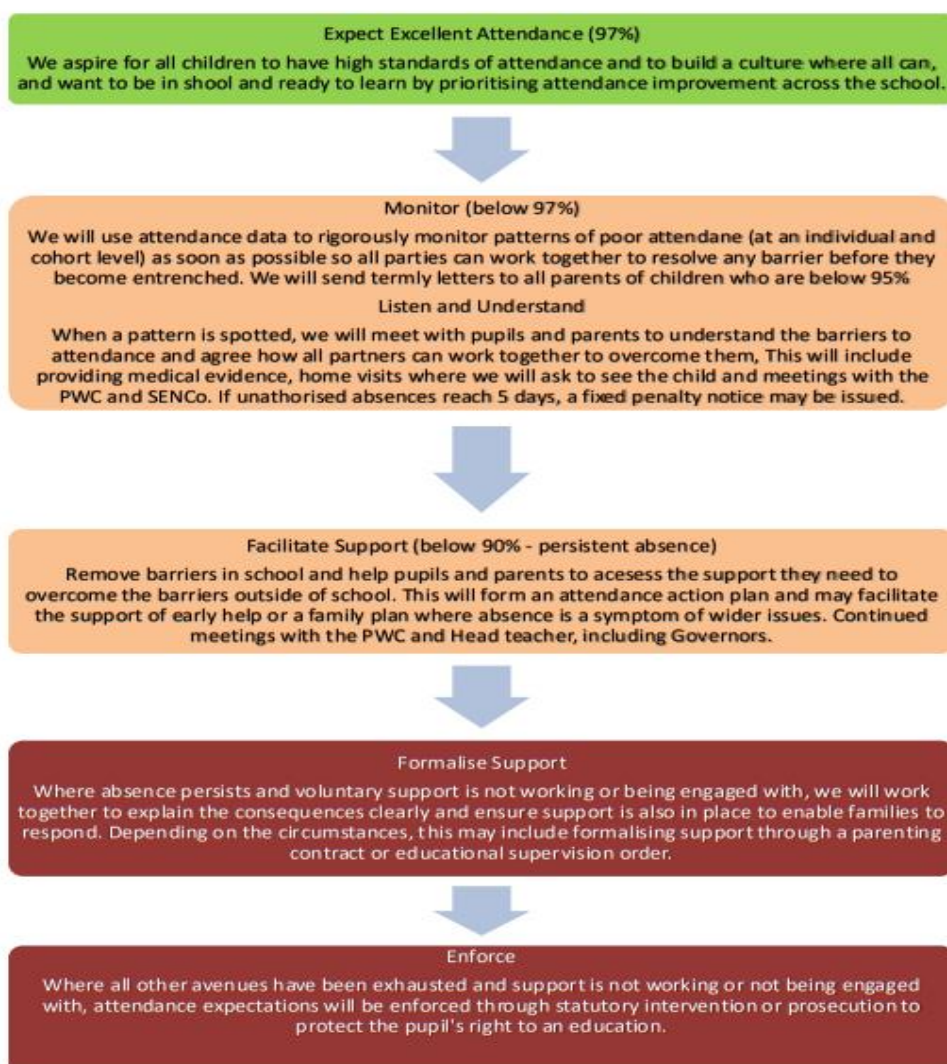
- Child protection and safeguarding policy
- Behaviour policy

**“Attendance is not optional” There is an expectation that children are in school every day”**

Policy Reviewed September 2025

### Appendix 1.

#### Monitoring Attendance Flowchart



## Appendix 2: Attendance Codes

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

This is a list of attendance codes that come into effect in the next academic year for all schools:

Code	SIMS Description	DfE Description / Explanation
/	Present (AM)	Present for school morning session
\	Present (PM)	Present for school afternoon session
B	Attending any other Approved Education Activity	Attending any other approved educational activity. Not to be used for Virtual learning
C	Other authorised circumstances	Leave absence for exceptional circumstance
C1	Leave of absence – regulated performance	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
C2	Leave of absence – Temporary part-time timetable	Leave of absence for a compulsory school age pupil subject to a part-time timetable
D	Dual registered	Dual registered to another school
E	Suspended or excluded without alternative provision	Suspended or permanently excluded and no alternative provision
G	Family holiday (not agreed)	Unauthorised absence as pupil on a family holiday, not agreed, or is taking days more than an agreed family holiday
I	Illness	Illness (not medical or dental appointment)
J1	Leave of absence – Interview for employment or transfer to another educational institution	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
K	Alternative provision provided by LA	Attending education provision arranged by the local authority
L	Late (before registers closed)	Late arrival before the register closed
M	Medical or dental appointment	Leave of absence for the purpose of attending a medical or dental appointment

N	No reason yet provided for absence	Reason absence not yet established
O	Absence in other or unknown circumstance	Absence in other or unknown circumstance
P	Participating in sports activity	Participating in sports activity
Q	Unable to attend – lack of access arrangements	Unable to attend the school because of lack of access arrangements
R	Religious observance	Religious observance
S	Study leave for public examination	Study leave for public examination
T	Traveling with parent for occupational purposes	Traveling with parent for occupational purposes
U	Late (after registers closed)	Late (after registers closed)
V	Attending an educational visit or trip	Attending an educational visit or trip
W	Attending work experience	Attending work experience
X	Not required to attend-non-compulsory school age pupil	Not required to attend-non-compulsory school age pupil
Y1	Unable to attend – Transport not available	Unable to attend due to transport normally provided not being provided
Y2	Unable to attend – widespread travel emergency	Unable to attend due to widespread disruption to travel
Y3	Unable to attend – unavoidable partial closure	Unable to attend due to part of the school premises being closed.
Y4	Unable to attend – unavoidable full closure	Unable to attend due to the whole schools' site being unexpectedly closed
Y5	Unable to attend – criminal justice detention	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend – Public Health Guidance / Law	Unable to attend in accordance with public health guidance or law

### Appendix 3: School's processes

First day of absence	<p>Ring parent. If no answer, mark as N, Send a text – Please contact school immediately regarding your child's absence today.</p> <p>Ask siblings if in school. Ring SJS Ask friends and teachers.</p> <p>Record on CPOMs if vulnerable child.</p> <p>DSL will follow up if the child is a cause for concern from a safeguarding point of view.</p> <p>Contact social worker in the case of a CIN/CP.</p> <p>It is at the Headteacher's discretion whether a home visit will commence on day 1.</p> <p>If the child is known to have been persistently absent in the past (90% or below) may receive a home visit from the first day of absence</p>
Second day of absence	<p>If still no response. Continue to mark N Ring all contacts.</p> <p>Send text - Please contact school regarding your child's absence. 'We have been unable to contact you. Please check that the details we have are the correct ones, failure to get in contact may result in a home visit tomorrow.'</p> <p>Ask siblings if in school. Ring SJS Ask friends and teachers.</p> <p>Record on CPOMs if vulnerable child.</p> <p>DSL will follow up if the child is a cause for concern from a safeguarding point of view.</p> <p>Contact social worker in the case of a CIN/CP/LAC.</p> <p>It is at the Headteacher's discretion whether a home visit will commence on day 2.</p>
Third day of absence	<p>If still no response. Continue to mark N Ring all contacts.</p> <p>Send text - 'We have been unable to contact you. Members of our school team will make a home visit today</p> <p>Ask siblings if in school. Ring SJS Ask friends and teachers.</p> <p>Record on CPOMs.</p> <p>DSL will follow up if the child is a cause for concern from a safeguarding point of view.</p> <p>Contact social worker in the case of a vulnerable child.</p> <p>It is at the Headteacher's discretion whether a home visit will commence on day 3.</p> <p>Consider whether to implement the attendance intervention escalation framework.</p>

Fourth and Fifth day of absence	Repeat the process
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## Appendix 4: Intervention escalation framework

### Stage One: Universal Support

Thresholds/triggers	Strategies to be used (Please note that these strategies will continue to be in place for all pupils, irrespective of where they are on the escalation plan.)	Monitoring procedures
2 .5days off (0- 5 sessions)	<p><b>Communicating expectations:</b></p> <ul style="list-style-type: none"> <li>Regular reminders of the importance of good attendance, through the school newsletter, website, text etc.</li> </ul> <p><b>Rewards:</b></p> <ul style="list-style-type: none"> <li>Weekly attendance awards in assembly</li> <li>Termly attendance award</li> <li>End of Year 100% attendance award and prize</li> </ul> <p><b>Direct contact with parents/carers:</b></p> <ul style="list-style-type: none"> <li>First day of absence phone calls/texts</li> <li>Half-termly attendance letters sent out to all parents giving attendance percentages</li> <li>Requests for term-time holidays to be declined, unless there are exceptional circumstances</li> </ul> <p><b>Curriculum/ teaching and learning:</b></p> <ul style="list-style-type: none"> <li>Meeting and greeting the children daily for a positive interaction</li> <li>Planning engaging and exciting lessons</li> <li>Taking children on trips/visits linked to learning</li> </ul>	<p>Attendance tracked through SIMS weekly at individual, class and school level.</p> <p>Attendance tracked half-termly and annually at an individual and group level to identify patterns/ concerns.</p> <p>Class teachers/office staff/ support staff to be on alert for any absence patterns</p>

### Stage Two: Initial support

Thresholds/triggers	Actions to be taken	Monitoring procedures
Initiate support at this level if any of the following criteria are met: 3	<p><b>Continue to give the universal support offered to all pupils at Stage One.</b></p> <p><b>In addition to this:</b></p>	Attendance tracked through SIMS weekly at individual, class and school level.

days absent (6 sessions) Continued late arrivals	<b>Direct contact with parents/carers:</b> <ul style="list-style-type: none"> <li>First warning letter issued. Parents/carers invited to discuss any concerns if they wish to do so.</li> <li>Late letter issued</li> </ul> <b>Support:</b> <ul style="list-style-type: none"> <li>Pupil Voice and identify if there is anything needed to be put in place for the child e.g. friendship groups, ELSA, breakfast club etc.</li> </ul>	Class teachers/form tutor to monitor pupil more closely
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### Stage Three: Targeted support

Thresholds/triggers	Actions to be taken	Monitoring procedures
Initiate support at this level if any of the following criteria are met: <ul style="list-style-type: none"> <li>6 days absent (12 sessions)</li> <li>Continued late arrivals despite initial text</li> <li>Continued unexplained or unauthorised absences</li> </ul>	<p><b>Continue to give the universal support offered to all pupils at Stage One.</b></p> <p><b>In addition to this:</b>  <b>Direct contact with parents/ carers/ child/ teacher:</b></p> <ul style="list-style-type: none"> <li>Second warning letter issued</li> <li>Parents requested to attend a meeting in school to discuss attendance with attendance team.</li> <li>Attendance team to liaise with Teacher to explore barriers to attendance/ concerns.</li> <li>Attendance team to inform Inclusion officer at Termly meeting</li> </ul> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>Individual attendance plan initiated - support will be offered in line with this plan</li> <li>Consider the external agencies that can address the individual needs of the pupil/family and make referrals as required. Possibilities include: school nurse, FSW, WISH, Food bank, Breakfast club etc.</li> </ul>	

### Stage Four: Enhanced Targeted Support for those at risk of becoming persistently absent

Thresholds/triggers	Actions to be taken	Monitoring procedures
Initiate support at this level if any of the following criteria are met:	<p><b>Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond</b></p>	<ul style="list-style-type: none"> <li>Attendance tracked through MIS</li> </ul>

<ul style="list-style-type: none"> <li>• 10 days absent (20 sessions)</li> <li>• Strategies introduced at stage three have failed to improve attendance</li> <li>• Continued late arrivals despite support offered at previous tiers</li> <li>• Continued unexplained or unauthorised absences despite support offered at previous tiers</li> </ul>	<p><b>In addition to this:</b></p> <p><b>Direct contact with parents/carers:</b></p> <ul style="list-style-type: none"> <li>• Third warning letter issued and further meeting will be held with SLT and ISA to discuss the need for a parental contract.</li> </ul> <p><b>Parenting Contract:</b></p> <ul style="list-style-type: none"> <li>• A parenting contract will be put into place which includes:</li> </ul> <p>A statement by parents/carers that they agree to comply for a specified period with whatever requirements are set out in the contract;</p> <p>A statement by the school/local authority/academy trust agreeing to provide support to the parents for the purpose of complying with the contract.</p> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• During the review, those involved will identify whether any additional support could be offered by the school or partner agencies</li> <li>• School to liaise with the local authority regularly to support any measures that are being taken</li> </ul>	<ul style="list-style-type: none"> <li>• School ISA to do daily checks on the pupil's data</li> <li>• Class teachers to offer more direct support as needed</li> <li>• Review monthly (period of 3months)</li> </ul>
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#### Stage Five: Use of Parental Responsibility Measures

Thresholds/triggers	Actions to be taken	Monitoring procedures
<p>Initiate support at this level if any of the following criteria are met:</p> <ul style="list-style-type: none"> <li>• 15 days absent (30 sessions)</li> <li>• Parenting contract has been breached and attendance has not improved.</li> <li>• Any of the thresholds for legal action have been met</li> </ul>	<p><b>Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond</b></p> <p><b>Enforcement:</b></p> <ul style="list-style-type: none"> <li>• School will refer the case to the local authority.</li> <li>• Local authority to utilise appropriate legal powers to enforce attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance tracked through MIS</li> <li>• Attendance team to do daily checks on the pupil's data</li> <li>• Class teachers to maintain regular individual support as required</li> </ul>



