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## Attendance Policy - Pupils

*“If you have faith as small as a mustard seed, nothing will be impossible to you.” (Matthew, 17:20)*

### **GDPR**

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Policy to be reviewed annually  
Reviewed by A Holland 29<sup>th</sup> September 2025  
Reviewed by Governors: M.Wilby 13/10/2025  
Next review date: Autumn 2026

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Roles and responsibilities .....	3
4. Recording attendance .....	6
5. Authorised and unauthorised absence .....	9
6. Strategies for promoting attendance .....	11
7. Supporting pupils who are absent or returning to school .....	12
8. Attendance monitoring .....	12
9. Monitoring arrangements .....	14
10. Links with other policies .....	14
Appendix 1: attendance codes.....	15

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### 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 (DfE’s) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), 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 attending well
- 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.

### 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](#)
- Maintained Schools Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)

- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2024](#)
- [The Equality Act 1996](#)

It also refers to:

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

### 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
- 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 DfE and local authority
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific 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 in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy

### **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 authorising the Attendance Welfare Officer 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

### **3.3 The senior attendance champion**

This role and the responsibilities listed are jointly led by A Clark (HT, DSL), S. Campbell (Pupil Premium Lead) and S. Oakland (Pastoral Lead).

The designated senior leaders are 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

### 3.4 The attendance officer

This role and the responsibilities listed, are jointly managed by:

Paula Renee (EWO)

**SENIOR EDUCATION WELFARE OFFICER  
CHILDRENS ATTENDANCE WELFARE SERVICES (CAWS)**

**T: 01162776721**

**M: 07870257298**

**E: [paula@childrensattendance.co.uk](mailto:paula@childrensattendance.co.uk)**

...and Mrs L. Geary - co-ordinating information and meetings; providing central (office) oversight

[Office@st-bartholomews.leics.sch.uk](mailto:Office@st-bartholomews.leics.sch.uk)

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices (i.e. 'return to school' date confirmed)

### 3.5 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 by 9.30am in the morning and 1.00 / 1.30pm in the afternoon.

### **3.6 School admin staff**

School admin staff team will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the headteacher / assistant headteachers where appropriate, in order to provide them with more detailed support on attendance

### **3.7 Parents**

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 expected to:

- make sure their child attends every day on time
- call the school to report their child's absence before 9am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- provide the school with more than 1 emergency contact number for their child
- ensure that, where possible, appointments for their child are made outside of the school day
- keep to any 'notice to improve' arrangements made with the school and/or local authority
- seek support, where necessary, for maintaining good attendance, by contacting school via their child's class teacher, our ELSA, the SENDCo or our main office

### **3.8 Pupils**

Pupils are expected to:

- attend school every day, on time

## **4. Recording attendance**

### **4.1 Attendance register**

We will keep an electronic attendance register (on school's 'Arbor' system), and place all pupils onto this 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 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:

- for pupils of compulsory school age, 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

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

### **Registration**

Foundation Stage and Key Stage 1 classes open at 8.30am. Registration is from 8.30am till 8.40am, with teaching beginning at 8.40am.

Key Stage 2 classes open at 8.40am. Registration is from 8.40am till 8.50am, with teaching beginning at 8.50am

We expect all children to be in the classroom by the start of teaching time. Any child arriving later than 8.40am (FS & KS1) and 8.50am (KS2) should enter school via the main entrance and report to the school office. If accompanied, the parent/carer should give a reason for the lateness, which will be added to the signing in book.

The child may then go to their classroom, but they will be marked as Late in the register.

### **4.2 Unplanned absence**

Parents must notify the school of the reason for their child's absence, on the first day of an unplanned absence - by 9.00am, or as soon as practically possible - by calling the school office, contactable via 01509 412250 / email: [office@st-bartholomews.leics.sch.uk](mailto:office@st-bartholomews.leics.sch.uk)

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 4 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 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.

#### **4.3 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.

Please complete a Medical Leave of Absence form and provide proof of the appointment.

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. Go to 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:

Code L: Children who arrive after 8.40am (FS & KS1) and 8.50am (KS2) will be marked as 'late before registration closes';

- After the register has closed, will be marked as absent, using the appropriate code:

Code U: Children arriving after 9.00am (FS & KS1) and 9.10am (KS2) will be marked as 'late after registration closes'.

#### **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:

- Call the pupil's parent/ carer on the morning of the first day of unexplained absence, to ascertain the reason. If the school cannot reach them, or any of the pupil's emergency contacts, the school may contact the EWO (Education Welfare Office, Paula Renee, see pg 5) and ask for her to undertake a 'safe and well' check to the child's home.
- 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 appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

- Where support is not appropriate, not successful, or not engaged with, a notice to improve, penalty notice or other legal intervention (see section 5.2 below) may be sought.

#### 4.6 Reporting to parents/ carers

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels, through:

- a letter(s) providing parents/ carers with a % update and school's understanding of family's circumstances, in response to frequency and/ or length of absence;
- two parent's evening meetings per year;
- text messaging

### 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 for employment or for admission to another educational institution
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence can be granted (as above) at the headteacher's discretion, and in line with current, National and/ or Local Policy - including the length of time the pupil is authorised to be absent for.

'**Exceptional circumstances**' may be defined as a period of absence that relates to, for example: a significant family event (e.g. wedding); a parent/ carer's working role only allows for a very limited time period for a holiday; limited availability of time (and accommodation) owing to the care a family member requires.

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.

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 two weeks before the absence, and in accordance with any leave of absence request form, accessible via the school website or a paper copy from the school office. *The headteacher may require evidence to support any request for leave of absence.*

#### 5.2 Other reasons for authorised absence

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the 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)

### **5.3 Absences from the school site (which are not classified as absences)**

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

### **5.4 Sanctions**

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

#### **Penalty notices**

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

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

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

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that 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 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.

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.

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). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

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

### **Notices to improve**

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

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

- Talking directly with parents/ carers further to requests for leave being made
- Expressing the importance of attendance through the focus work of specific roles in school, e.g. ELSA
- Having a clear policy in place, outlining proactive procedures
- Meetings with our EWO offered/ directed, as appropriate, to support as needed

- Newsletter updates - presented at school, year group, class or house team level
- Text messages - reinforcing the positives of being in school and attending well, e.g.

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

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

With a view to maintaining the partnership between home and school, trying to determine but more importantly understand the barriers to a child attending, is key and requires us to listen and gather wider information about a pupil's (and their family) changing circumstances. Next steps are formed on an individual case basis - a 'one size fits all' approach is not appropriate.

Early identification of a potential pattern or increasing frequency of absence, may highlight a growing, and potentially escalating, issue and will enable us to implement the right support; including, outside of school-based provision, sign-posting and/ or referral to external services.

Other local authority (LA) services may need to be informed - e.g. Inclusion services - to trigger timely involvement at a later stage.

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

School can best advise and support when we have a full picture of a child's absence. Questions that we need to consider may include: What is this likely to mean for the length of absence? Will we need to put in place a regular check(s) on the child's welfare? Do we need to organise key learning and work being accessed from home? Does the whole family need support as well as the pupil in question? Do we feel the support and advice of external agencies would be beneficial?

Maintaining contact with parents/ carers is essential. The above and similar questions, help frame a meeting and conversations to determine how best to support the child's well-being during the period of absence and when working to re-integrate them back into school.

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 relate to the pupil's needs, the school may need to inform SENA and Local Authority Inclusion Services to seek advice and specific support. We will work with the LA to review and amend an EHC Plan to incorporate the additional and different attendance support identified.

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

After a lengthy or unavoidable period of absence (e.g. illness, post-operative circumstance) we understand that for the child and their family, there may be a very real sense of anxiety and apprehension about returning; one or both parents/carers may not have been able to work over that same period (or are returning to work).

Working in partnership with family will be essential to support the pupil's well-being and enabling us to affect a successful transition period back into school. This may or not include a graduated response and period of formal reasonable adjustment to a child's timetable, in accordance with the school's reasonable adjustments duty pursuant to section 20 of the Equality Act 2010; where a pupil has a disability.

Adjustments to practice and policies generally will be considered, to help meet a pupil's needs. Any adjustments will be agreed by, and regularly reviewed with, the pupil and their parents/ carers - to include, establishing strategies for removing in-school barriers, for example, reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.

### 7.3.1 Part-time/ reduced timetables

All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances, their education may be provided partially at school and partially at another setting e.g. at home or at an alternative provision setting.

In **very exceptional** circumstances, where it is in a pupil's best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs.

*A part-time timetable should:*

- ✓ have the agreement of both the school and the parent the pupil normally lives with; ideally the consent of everyone with parental responsibility for the pupil will agree with this approach when it is recognised to be in the pupil's best interests;
- ✓ have a clear ambition and be part of the pupil's wider support, health care or reintegration plan;
- ✓ have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary (up to 6 weeks);
- ✓ have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a pupil with a long-term health condition may require a part-time timetable for a prolonged period.

We acknowledge that a part-time timetable should not be used to manage a pupil's behaviour.

## 8. Attendance monitoring

Effective monitoring involves all parts of the school staff team, from the central point of the office, check-ins from SLT, insight gleaned from meetings with ELSA, teachers recognising, for instance, a pattern from the daily register (and 'out-of-school' information provided by a child's peers) and wider 'pastoral' awareness shared by those in a Learning Support role, through conversations with pupils and parent/ carers; all of which helps build a picture of pupil attendance but also the factors potentially impacting on that.

The first 'layer' of monitoring, involves daily registers and interaction between the Headteacher (or member of SLT) with the Office, to establish the day's absences - including that of key persistently and severely absent pupils\* - but also the reason(s) being given. Consideration is also then given to appropriate coding and recording.

*\* these children form a 'watchlist' collated from half-termly meetings with our EWO.*

'Arbor', our management information system, provides a daily dashboard including details of whole school comparative data. This can be interrogated and/ or specific pupil searches made, to determine an individual's attendance and absence.

### 8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual 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 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 absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Produce regular attendance reports to be used by and referred to our office team, class teacher(s) and ELSA, to facilitate discussions with pupils and families, and to the governing board and school leaders (including SENDCo, D/DSL's 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 (i.e. towards transition points from KS2 to Secondary)

## **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'
- Use different means of written correspondence (e.g. letter, e'mail, text) to encourage maintenance of good attendance and progress towards, support any absence back 'on track' and keep parents/ carers aware of their child/ren's record
- Hold regular meetings with the parents of pupils who the school - EWO and/ or local authority - considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence; this may involve the support of school's ELSA and/ or SENDCo, as felt appropriate
- Implement sanctions, where necessary (see section 5.2, above)

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

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by: A. Clark, Headteacher; S. Oakland, AHT and Pastoral Lead; S Campbell, AHT and Pupil Premium Champion; the lead Governor.

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

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

## Appendix 1: attendance codes

The following codes are taken from the DfE'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
<b>Attending a place other than the school</b>		
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
<b>Absent – leave of absence</b>		
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

<b>J1</b>	Interview	Pupil has an interview with a prospective employer/educational establishment
<b>S</b>	Study leave	Pupil has been granted leave of absence to study for a public examination
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Pupil is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
<b>Y1</b>	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available

<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		

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