Attendance Policy

Title:	Attendance Policy
Report to:	PAW Committee
Date approved:	September 2025
Review period:	Annual
Next review date:	July 2026

Document history

Version:	Author:	Approver:	Date:	Comment:
V1	RC	KD	30/08/23	New policy to align with 5 foundations of attendance practice
V2	RC	KD	08/07/24	Amended to align with WWPAT approach to relational practice
V3	BD	KD	01/09/24	Wording update to align with new guidance
V3	RC	KD	18/07/25	Reviewed no amendment required

Contents

1. Introduction

White Woods Primary Academy Trust firmly believe that regular school attendance is the key to enabling children to maximise the educational opportunities available to them.

As set out in this policy we work collaboratively with our families to identify the barriers to achieving and maintaining excellent attendance. We offer support to try to resolve any difficulties that families may have. Each situation will be dealt with on an individual basis, fairly and equitably, always ensuring the welfare and safety of a child is at the centre.

2. Aims

This policy demonstrates our commitment to ensuring good school attendance and our legal obligations, 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)](.).

We aim:

- to promote and ensure good attendance
- to work in partnership with parents to support good attendance
- to work relationally, ensuring high challenge and high support
- to recognise individual contexts and barriers to attendance
- to work with all stakeholders, including Local Authority, Early Help and Social Care
- to promote and support punctuality in attending school/lessons.

3. 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 School Attendance (Pupil Registration) (England) Regulations 2024

- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

It also refers to:

- Keeping Children Safe in Education

- Mental health issues affecting a pupil's attendance: guidance for schools

This policy also complies with our trust's funding agreement and articles of association.

4. Our approach

4.1. WWPAT adopts the Relational Approach to Attendance. This is modelled on the Social Discipline and informed by our work with Mark Finnis on relational practice, incorporating Working Together to Improve School Attendance, 2024. Our emphasis is on developing a school culture and climate which builds a sense of belonging, developing strong relationships ensuring all children can attend school and thrive.

4.2. Attendance is a key focus in all our schools, it is monitored and tracked robustly enabling the early identification of attendance barriers. This allows schools to work proactively with parents to prevent poor attendance.

4.3. WWPAT and its schools are engaged with the regional Attendance Hub

4.4.   In our schools we;

● have a Senior Leader who leads on attendance.

● create an ethos within all schools in which good attendance is recognised as the norm and every child aims for excellent attendance.

● make attendance and punctuality a priority.

● set focused targets to improve individual attendance and whole school attendance levels.

● embed the WWPAT Relational approach to Attendance Practice framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks with respect to promoting relationships, attendance and punctuality.

● record and monitor attendance and absenteeism and apply appropriate strategies to minimise absenteeism.

● develop a systematic approach to gathering and analysing relevant attendance data.

● provide support, advice and guidance to; parents, children and develop mutual cooperation between home and the school in encouraging good attendance and in addressing identified attendance issues.

4.5.   We encourage parents to inform school of any difficulties or changes in circumstances that may affect their child's attendance.

5.   Roles and responsibilities

5.1.   To support good attendance we will:

● Ensure the school is welcoming and every child feels a sense of belonging.
● Actively promote 97% threshold for children
● Ensure the school site is open at the stated times.

- Ensure the regular, efficient, and accurate recording of attendance is complete by every class teacher each day.
- We will always contact parents on the first day that a child is absent from school. If a child arrives late after the close of registration, we will record their arrival at reception and transition the child to class.
- Inform the appropriate member of staff of any information provided by children regarding their current or future attendance
- Report any absence concerns to the Headteacher or attendance Lead/Officer.
- Consider any requests for leave in term time individually. This will be aligned to the Local Authority code of conduct.
- Notify the Local Authority within 5 days if a new child is joining the school roll.
- Inform the Trust CEO and the Local Authority of children whose parents have notified the school in writing and have opted for Elective Home Education.
- Work closely with the School Attendance Support Team.
- Notify the Local Authority of Children Missing in Education – aligned to the DfE 2022 Attendance paper.

5.2. The board of trustees

The board of trustees is responsible for:

- Setting high expectations of all trust and school leaders, staff, pupils and parents

- Making sure school leaders fulfil expectations and statutory duties, including:

  o Making sure all schools in the trust record/s attendance accurately in the register, and share/s the required information with the DfE and local authorities

  o Making sure all schools in the trust/the school work/s effectively with local partners to help remove barriers to attendance, and keep/s them informed regarding specific pupils, where appropriate

- Recognising and promoting the importance of school attendance across the trust's/school's policies and ethos

- Making sure the schools' 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 trust 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, through termly attendance review meetings with each individual school

- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge

- Monitoring attendance figures for the whole trust 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, including with teachers from across the trust, 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 trust's/school's legal requirements for keeping registers

  o The trust's/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

- Sharing effective practice on attendance management and improvement across the trust and providing regular opportunities for staff from different schools to come together, learn from each other and share resources

- Holding the headteachers of schools to account for the implementation of this policy

- Identifying and monitoring attendance patterns across the trust's schools to identify common issues and barriers, and share effective practice between schools

    The Pupil Achievement and Wellbeing committee monitors pupil attendance on a termly basis and reports to the full Trust Board.

5.3. 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

- 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

5.4. The trust central attendance team

The trust central attendance team is responsible for:

- Driving attendance improvement across the trust

- Working more intensively with schools who require support to improve attendance

- Acting as a central contact point for schools with attendance queries

- Liaising with the DfE's regional teams for advice about wider support programmes

5.5. The designated senior leader responsible for attendance (Attendance Lead)

The designated senior leader 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 leader (Attendance Lead) responsible for attendance will be displayed on the school website under the attendance section

5.6.   The school attendance officer

The school attendance officer at each school 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 school staff and reporting concerns about attendance to the designated senior leader responsible for attendance

- Working with education welfare officers to tackle persistent absence

- Advising the headteacher when to issue fixed-penalty notices

> The Attendance Officer will be displayed on the school website under the attendance section.

5.7.   Class teachers

All 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

Ensure their classrooms are welcoming and create a sense of belonging

5.8.   School admin staff

School admin staff 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 where appropriate, in order to provide them with more detailed support on attendance

5.9.   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 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 attendance contracts that they make with the school and/or local authority

5.10.   Pupils

Pupils are expected to:

● Attend school every day, on time

6. Recording attendance

6.1. Attendance register

We will keep an electronic attendance register, 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.

6.2. 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

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

6.3. 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 admin staff.

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 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 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.

6.4. 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.

However, we encourage parents/carers 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/carer 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.

6.5. 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 absent, using the appropriate code

6.6. 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 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 do a home visit, contact other professional agencies and/or the police

- 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 wider partners, 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 section 5.2 below), as appropriate

6.7. Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.8 above) about their child's attendance and absence levels.

7. Authorised and unauthorised absence

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

   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 2 weeks before the absence, and in accordance with any leave of absence request form.

   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 (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)

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

8. 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.

8.1. 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, are 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.

8.2. 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

9.   Strategies for promoting attendance

WWPAT believes that creating a culture of positive relationships with pupils and parents is the key to securing good attendance. Our schools celebrate good and improving attendance and provide high support and high challenge where attendance may be a concern. All staff understand the importance of good attendance and across WWPAT, attendance is everyone's responsibility. Our schools have a strong emphasis on celebrating the culture of attendance through attendance drivers, initiatives, celebrations and rewards to promote attendance. We ensure that we support the work, effort and improvement for those that struggle and celebrate effort and improvements.

10.   Supporting pupils who are absent or returning to school
10.1.   Pupils absent due to complex barriers to attendance

At WWPAT we understand that some children and families face more complex barriers to attendance. This can include children who have long term physical or mental health conditions or who have special educational needs and disabilities (SEND). Their right to an education is the same as any other child and therefore the attendance ambition for

these children should be the same as it is for any other, but additional support may need to be provided.

In developing this support and in line with our Relational Approach to attendance, the usual processes relevant to any attendance case apply these can include:

• Understanding the individual needs of the children and family

• Working in partnership with the child and family to put in-school support in place and working with other the local authority and other agencies where external support is needed (and available)

• Regularly reviewing with all stakeholders and updating the support approach to make sure it continues to meet individual needs which can include specific plans and strategies to meet the individual needs.

10.2. Pupils absent due to mental or physical ill health or SEND

WWPAT will:

- Work in partnership with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including, where applicable, ensuring the provision outlined in the pupil's education, health and care plan is accessed.
- Work in partnership with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day.
- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents.
- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or we become aware of barriers to attendance that are related to the pupil's needs, we will inform the local authority.

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

WWPAT will work closely with parents to ensure support is offered and adjustments are made to allow a pupil to return to school or resume their education as soon as possible.

11. Attendance monitoring

11.1. Monitoring attendance

The trust and 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 trust and school will benchmark its attendance data at whole trust, 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.

11.2. Analysing attendance

The trust and 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

- Identify attendance patterns across the trust to identify common issues and barriers and share effective practice between schools

11.3. 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 severed absence, and their families (see section 8.4 below)

- Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board 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

11.4. 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 trust/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 (see section 5.2, above)

12.   Policy Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum bi annually. At every review, the policy will be approved by the full board of trustees.

13.   Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy

- Behaviour policy

14. Appendices

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
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

Appendix 2 - Attendance Support map

Attendance Support Map

Everyone

School is a place where every child belongs. We create welcoming environments to allow all children to gain a sense of belonging and ultimately achieve academically through regular school attendance.

5 Days Absence

Concerning levels of child absence.

Internal monitoring and communication with parents.

Stage 1 letter may be sent to parents.

Early intervention considered as a preventative measure.

Possible early help support offered.

8 Days Absence

The child is at serious risk of Persistent Absence.

Formal warning notice may be sent to parents.

Continued internal and external programmes of support.

Parenting contract or supervision order considered at this stage.

A multi-disciplinary approach to be considered and offered..

Review of early help and intervention programmes.

Consider the support of external services.

Letter 2 may be sent out.

10 - 14 Days Absence

The child is at serious risk of Persistent Absence.

Formal warning notice may be sent to parents.

Continued internal and external programmes of support.

Parenting contract or supervision order considered at this stage.

A multi-disciplinary approach to be considered and offered..

Review of early help and intervention programmes.

Consider the support of external services.

16 Days Absence

The school will work closely with the LA.

All avenues have been exhausted and support is not working or not being engaged with.

The school will now enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

All support, and offer of support to be reviewed.

Continued support of the child and family.

19+ Days Absence

The child is now considered a Persistently Absent child.

Persistent Absence is when a pupil's overall absence equates to 10 per cent or more of their possible sessions.

Over an academic year this equates to 19 days.

At this stage the child will be PA for the remainder of the school year.

Safeguarding referrals at this stage can be made.

The child and family will continue to be supported.

Expect

A culture where all children can, and want to, be in school.

Monitor

Use attendance data to identify patterns of poor attendance.

Listen and Understand

Understand barriers to attendance, work together to remove them.

Facilitate Support

Access support to overcome barriers outside of school.

Formalise Support

This may include formalising support through a parenting contract or education supervision order.

Enforce

This may include formalising support through a parenting contract or education supervision order.