Learning Accord Multi Academy Trust

Attendance Policy

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Introduction

Within Learning Accord MAT and each of its schools, improving attendance is everyone's responsibility. Good attendance starts with pupils and families feeling positive about name of school; a place where pupils want to be and one that offers a calm, orderly, supportive environment. Barriers to attendance are often complex and name of school staff are fully committed to working with pupils and parents to build trusting partnerships to remove **any** issues as soon as they are identified.

Name of school has a continual focus on the curriculum, behaviour, SEND, pastoral and mental health wellbeing to ensure that pupils are given every opportunity to thrive and achieve.

Attendance management is not the sole responsibility of the staff at name of school; school governors, Learning Accord staff, MAT Trustees and name of Local Authority are key partners to ensure there is a consistent, tenacious approach taken at all times.

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

Developing a Whole School Culture that Promotes High Attendance

Good attendance is a learned behaviour, and name of school recognises the importance of developing good patterns of attendance from the outset. Name of school recognises that it is not a discrete piece of work but rather it is an integral part of the school's ethos and culture.

In building a culture of good attendance name of school:

• Recognises the importance of good attendance and, alongside good behaviour, make it a central part of the school's vision, values, ethos, and day to day life.

• Recognises that absence is a symptom of wider issues and that improving pupil's attendance is part of improving the pupil's overall welfare. This can be achieved by prioritising attendance in strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students including use of pupil premium and support for young carers and children with a social worker.

• Make sure all teaching and non-teaching staff know the importance of good attendance, are consistent in their communication with pupils and parents, and receive the training and professional development they need.

• Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding.

• Set high expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents through all available channels. In doing so, schools should help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development. It should also include clarity on the short- and long-term consequences of poor attendance.

• Recognises improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school and liaising with pupils, parents and external agencies where needed.

• Visibly demonstrate the benefits of good attendance throughout school life. This may include in displays, assemblies or in registration periods. Where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class and individual level.

• Recognise that attendance is never 'solved' and is a continuous process by regularly reviewing and updating messages, processes, and strategies.

• Recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

Supporting All Pupils, including pupils with SEND, EBSA, Medical Needs

Name of school is particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and will endeavour to provide them with additional support. Pupils displaying EBSA (emotionally based school avoidance) are particularly vulnerable and **name of school** will work diligently with families and external services and advice to ensure school is as welcoming as possible for these pupils.

Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, tests or variable moods. It is important to note that these pupils are still expected to attend school regularly - in many instances, attendance at school may serve to help with the underlying issue as being away from school might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attending in future.

Name of school staff play a critical role in communicating this expectation to parents. They should also work alongside families to ensure that such circumstances do not act as a barrier to regular attendance by mitigating anxious feelings in school as much as possible.

In line with Learning Accord MAT expectations, **name of** school uses the DfE's non-statutory guidance on mental health issues affecting a pupil's attendance to mirror best practice.

Some pupils face more complex barriers to attendance. This can include pupils 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 pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil but additional support may need to be provided.

Where necessary, **name of** school will ensure data is regularly monitored for pupils with long term illnesses and or special educational needs or disabilities including at governing body meetings and in Targeted Support Meetings with the local authority so that additional support from other partners is accessed.

Part-time timetables

In some circumstances a pupil's education may be provided partially at school and partially at another educational setting or through education otherwise than at a school in line with section 19 of the Education Act 1996 or section 42 or 61 of the Children and Families Act 2014. Time away from school to receive education in other ways will be recorded in the attendance register using the appropriate codes (see Appendix 1).

In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for **name of** 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 is not used to manage behaviour.

A part-time timetable will:

- Have the agreement of both the school and the parent the pupil normally lives with.
- 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.

• Have a proposed end date that considers the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision.

Where the pupil has a social worker, **name of** school will keep them informed and involved in the process.

If the pupil has an education health and care plan, the school should discuss the part-time timetable with the local authority SEND Team so that any support package that is in place can be reviewed as swiftly as possible.

In agreeing to a part-time timetable, **name of** school has agreed to a pupil being absent from school for part of the week or day and therefore must record the absence accordingly (normally using code X or C2).

Areas of Responsibility

1) Learning Accord MAT

Trustees work in partnership with Learning Accord staff and **name of school** to ensure effective strategies and practice are in place to support excellent attendance management. Regular reports are produced for Trustees that reflect on-the-ground work and support carried out. Data, in terms of: attendance, reasons for absence, persistent absence and pupils at risk of being severely persistently absent are provided Trustees to monitor. At **name of school** there is specific focus on SEND, disadvantaged and any vulnerable pupils.

Learning Accord MAT ensure that Trustees are provided with attendance data and reports for **name of school.** Dorothy Gott is the named Trustee for attendance management.

Additional attendance expertise is provided by the Trust, with expert support from **name of** Local Authority to further support improving attendance at **name of school.**

2) Parents

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances.

Parents are expected to:

- Make sure their child attends whenever possible
- Call the school to report their child's absence before [insert time, e.g. 9am] on the day of the absence and each subsequent day of absence and advise when their child is 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/ or access to education, provided by the local authority delete and/or LA if Kirklees/Calderdale LA.
- Seek support, where necessary, for maintaining good attendance
- Avoid booking any term time holidays

3) Name of School

Name of school aims to make school a place where pupils want to be, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyses their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance.

To manage and improve attendance effectively, **name of school** aim to:

• Build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them.

• Develop and maintain a whole school culture that promotes the benefits of high attendance.

• Ensure this policy which is shared with all staff, pupils and parents is followed and understood.

• Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence.

• Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.

• Share information and work collaboratively with other schools in Learning Accord MAT, the local area, local authorities, and other partners where a pupil's absence is at risk of becoming persistent or severe.

• Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and provide them with additional support.

• Communicate regular (at least half-termly) attendance data to parents for their child

4) The Headteacher

Name of Headteacher is responsible for:

- The implementation of this policy
- Monitoring school-level absence data and reporting it to governors, MAT central staff and other key partners
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Working with the Learning Accord MAT Attendance Officer to ensure the highest attendance possible
- Issuing fixed-penalty notices, where necessary, and/or authorising [name of Attendance Lead] 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 and where pupils with SEND face in-school barriers
- Communicating with Learning Accord and **name of** 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
- Inform the MAT Attendance worker where a pupil is absent for 15 days or longer, even if a leave of absence/term time holiday has been granted

5) The designated senior leader responsible for attendance

The **name of school** designated senior leader for attendance is: **name**

- 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

- If needed, creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

6) Learning Accord MAT Attendance Lead

The MAT attendance lead is responsible for working with the MAT schools' Attendance Champions for:

- Monitoring and analysing school and MAT attendance data
- 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 **name of** headteacher when to issue fixed-penalty notices

The Learning Accord Attendance Lead is Jass Manning, Director of Academy Improvement.

7) 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 2)
- submitting this information to the school office via Arbor
- alerting the Attendance Lead/Head Teacher at the earliest opportunity if a pupil's attendance starts to drop and/or parents/pupils share information that could impact on their attendance
- communicating regularly and effectively with parents to ensure that any issues identified are addressed swiftly
- remaining vigilant at all times to the impact non-attendance can have, with specific regard to safeguarding pupils with additional and/or complex needs

8) School Office Staff

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Ensure registers are correctly recorded electronically, coded and ensure all information on Arbor is accurate
- Support **name of school** Attendance Lead to work in a positive, supportive capacity with families

9) Pupils

Most pupils are reliant on adults getting them to school on time and trust their adults to support their good attendance. Where older pupils are able to walk to school independently, they must make sure they allow enough time to get to school no later than put time. Pupils should put arrangements e.g. meet class teacher on yard or report to classroom door by time.

Pupils should always engage in learning and talk to adults in school if they ever have a worry or concern.

Key Information

Name of school day starts at **xam.**

Pupils should **insert here details of entering school site and getting in to class**

The register closes at **xam**

You should contact the school office as soon as possible, but at **least two weeks in advance** if you are requesting a leave of absence and inform the school of the reason for an unexpected absence.

If your child is ill and not well enough to attend school, please **insert here arrangements for communicating school, including any telephone number/s.** Please note: it is your responsibility to inform school and we kindly ask that you do not rely on school contacting you.

If your child has not been registered at the start of the day and parents have not contacted school to explain their child's absence, parents/key person will be contacted by school before **time (no later than 9.30am).** The reason for absence and the fact that school have had to contact parents will then be recorded on Arbor and analysis of patterns will be undertaken.

Lateness and punctuality

The morning register will be marked by **time.** Pupils will either receive a late mark or be marked absent if they arrive in school after this time. If pupils arrive after the morning register closes, it is likely to be recorded as an unauthorised absence.

If a pupil continues to arrive late, **name of** Headteacher will invite parents to a meeting to explore how to improve the situation and to ensure that lateness is not impacting on a child's right to a fulltime education. Lates and absences through poor punctuality will be picked up by school's own monitoring.

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 by **time** to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may [insert measures, e.g. home visit,]
- 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. This may result in a home visit being undertaken. If unexplained absence continues, the school will inform the attendance worker at Learning Accord MAT and may other agency involvement
- School may consider contacting external support services
- Where relevant, report the unexplained absence to external services that the pupil/family are working with or known to
- 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

Promoting Good Attendance

Name of school is promoting and incentivising good attendance by:

(list strategies here e.g. certificates, class awards etc).

Authorised and unauthorised absence

Name of Head teacher 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
- 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.

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. 3 days are permitted within a month period where religion other than Christianity is practiced. (Pilgrimage of performing Umrah are not "religious observances" and are not considered reasonable cause for pupils to be absent from school).
- 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
- 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

Requesting term-time absence

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 at least two weeks in advance. Parents are required to submit a leave of absence request form, accessible **insert where/how.** The headteacher may require evidence to support any request for leave of absence.

If the Head Teacher does not approve the request and parents choose to take their child out of school, this will be recorded as an unauthorised absence and may result in a penalty notice being issued.

Actions from non-attendance, including the use of Sanctions

Name of 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 Learning Accord MAT Attendance Lead and 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

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.

Failure to pay a penalty notice could result in the LA commencing legal proceedings against you for the offence of not ensuring your child's regular school attendance. If found guilty you may be fined up to £1000 and you will receive a criminal record.

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. This may include considering prosecution, but may include other tools such as one of the other attendance legal interventions.

Suspended/ Excluded Pupils

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.

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.

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

The Learning Accord Attendance Lead and the Attendance worker for the Trust will support **name of school** to ensure they look at each issue on a case-by-case basis, dealing sensitively with each family, yet remain fully compliant to their statutory responsibilities.

Attendance Data

Learning Accord MAT set challenging targets for all its schools that consider each school's setting and context, historical data, current pupils, attendance data of similar schools, local and national data.

Name of school have been set an attendance target of ***^%** for 2025/ 26.

Name of school have been set a persistent absence target of **&&%** for 2025/26.

It may be that your child is set a personal target and if this is the case, school will ensure that there is regular contact and collaborative work.

Strategies for Intervention

'Good' attendance is deemed to be that where a pupil's attendance is 96% or higher.

For some pupils with medical/SEND needs, good attendance for them may be lower than this figure and this will be taken in to consideration at all times to ensure both pupil and parents understand what 'good' attendance is for their circumstance.

Where barriers have been identified, supportive partnerships are key and all members of school and Trust staff will always work positively with families and aim to improve attendance.

First day absence	Parent to ring school to inform of reason. School to contact parent if no absence reported by time
Attendance drops below 95.5%	School communicate to parents their child's attendance figure and offer support, if needed.
Attendance drops below 94.9%	School will discuss with parents to see whether support is required and whether a **school attendance meeting** is appropriate.
Attendance drops below 93%	Parents will be invited in to meet with the Attendance worker for the Trust. An **attendance target** will be set and external services may be invited to support, where appropriate
Attendance drops below 91%	Parents will be invited in to school. An Early Help referral will be offered. Parents are likely to be asked to work under an **attendance contract** to work together to improve attendance
Attendance drops below 90%	This is now classed as persistent absenteeism and the following may be applied: Meeting with professionals (if appropriate) and parents Use of action plan/ attendance contract Warning letter Notice to improve and/or other legal intervention Fixed penalty notice

NB: **Name of** school will use discretion for any of the above markers for pupils where SEND/medical/exceptional circumstance impacts on attendance.

Monitoring absence in the first half term of an academic year often results in a pupil's attendance falling below these parameters. Where this is the case, **name of** school will use reasonable judgements and will not necessarily contact parents – instead attendance will be carefully monitored.

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 **name of 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:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section above: Sanctions)

Monitoring Arrangements

This policy will be reviewed on an annual basis, or when any significant changes or new statutory guidance is introduced. Trustees of Learning Accord MAT will review the policy and then it will be shared with its schools and all Local Governing Bodies.

Appendix 1

Understanding your child's attendance – time missed per percentage

Percentage Attendance	The pupil will miss
95%	1 day a month, Almost 2 weeks a year 2 and half months between years 7 – 11 3 and half months between Reception and Year 6
90%	1 half day a week, 2 days per month 1 month in a school year 5 months between years 7 – 11 7 months between Reception and Year 6
85%	1 and half days a fortnight, 3 days per month Almost 1 and half months in a school year Almost 8 months between years 7 – 11 11 months between Reception and Year 6
80%	1 day a week, 1 week in every 5 weeks Over 2 months in a school year 1 year between years 7 – 11 1 year and 2 months between Reception and Year 6

The DfE's studies demonstrate that pupils who consistently attend school are more likely to pursue higher education and ultimately secure better employment opportunities.

Higher attendance rates lead to improved academic performance, as pupils have more opportunities to engage with classroom materials, participate in discussions, and receive timely feedback from teachers.

According to the DfE's data, pupils with good attendance records are more likely to achieve better grades – which demonstrates the critical role attendance plays in fostering a positive learning environment.

The DfE's research goes beyond academic metrics, highlighting the impact of attendance on pupils' social and emotional well-being. Regular school attendance fosters a sense of belonging and connection within the school community.

Pupils who attend school regularly are more likely to develop positive relationships with peers and teachers, enhancing their overall emotional resilience and mental health.

Appendix 2

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 3

LEARNING ACCORD MAT ATTENDANCE IMPROVEMENT CONTRACT

Child's Name:		**Date of Birth:**	
School:		**Year Group:**	
Meeting Date:		**Meeting Location:**	
Name of Parent or Carer:		**Name of Parent or Carer:**	
School Representative:			

RATIONALE FOR COMPLETING THIS CONTRACT: *Is school attendance below expectation?* *What steps have school taken to address this and what support if any has been offered by school?* *What support has the parent engaged with?* *What steps has the parent taken to improve school attendance?*	
Attendance % during previous 6 school weeks:	**0%**
Unauthorised absence % during previous 6 weeks:	**0%**
Overall % attendance:	**0%**

BARRIERS OR RISK TO ATTENDANCE Suggestions of topics to explore with parent and school *Are there any safeguarding concerns for the child / young person* *Are there any vulnerabilities for the child / young person (CSE CCE MISSING)* *Are there any known financial concerns or a change in financial circumstances?* *Is the child or young person a carer?* *Does the child / young person have any emotional or physical health concerns?* *Does the child / young person have any disabilities, special educational needs or Education Health Care Plan?* *Does the child work? If so, where, when and do they have a permit? Does it affect their attendance?*
STRENGTHS AND PROTECTIVE FACTORS *What does social integration look like for the family / child / young person?* *Are there wider family or significant others who offer support?*

CONSULTATION WITH PARENTS / CARERS – THOUGHTS, WISHES AND FEELINGS ON WHAT THEY WANT TO ACHIEVE
CONSULTATION WITH CHILD / YOUNG PERSON– THOUGHTS WISHES AND FEELINGS ON WHAT THEY WANT TO ACHIEVE
TARGETS AGREED FOR IMPROVEMENT?
RECOMMENDATIONS FOR SUPPORT NEEDS TO BE PROVIDED TO ACHIEVE THIS TARGET? *Is additional support needed regarding language or literacy?* *Consideration given to travel arrangements in order to attend meetings?* *Would the child / young person benefit from additional support in the classroom / school environment?* *Consideration given to a reduced timetable to be used as part of a personalised learning plan – logged with the Local Authority?* *Internal referral made to support services in school?* *Early support assessment?* *Managed transfer? Attendance report?*
SUPPORT FROM OTHER AGENCIES?
Nomination to Stronger Families **YES** **NO** ☐ ☐ **Early Support Assessment** **YES** **NO** ☐ ☐

Other:

AGREED ACTION	
The parent/carer will:	
The School will:	
Progress will be reviewed after 4 school weeks	
The final review will be held after a further 4 school weeks	

Signed on behalf of (School Attendance Lead)

Name …….. Date: …….

I understand that if I do not carry out the actions agreed in this contract, I will be referred to the Local Authority Legal Intervention Panel. The panel will then consider if it is appropriate to commence legal proceedings. (Note: each parent/carer is liable for legal penalties). The information in this school attendance improvement contract has been shared with me along with a copy of the flowchart for parents.

Signed …….. (Parent/carer) Date: ……

Signed …….. (Parent/carer) Date: ……

The information in this contract has been shared with me.

Signed ……. (Pupil) Date ……

Signed on behalf of the school:

Signed …… Date: ……..