SOUTHFIELD ATTENDANCE AND PUNCTUALITY POLICY

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Approved: Sept 25	Review: Sept 26

Contents

The Importance of School Attendance

Southfield Primary recognises the clear link between the attendance and achievement of pupils. The aim of this policy is to encourage the highest possible levels of attendance and punctuality for pupils within Southfield Primary to support learning and development.

The importance of attendance and punctuality is underpinned by an awareness of safeguarding issues. It is important to see our children every day and provide an educationally safe and secure environment.

Southfield Primary recognises that positive behaviour and good attendance are essential in order to raise standards of pupil attainment and to give every child the best educational experience possible.

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with the school being somewhere pupils want to be and therefore the foundation of securing good attendance is that a school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open. **It is a rule of the school that pupils must attend every day, unless there are exceptional circumstances. The Headteacher, *not the parent*, is the only person who can authorise the absence.**

We set a target for all pupils to aim for 100% attendance with the expectation all pupils achieve at least 96%.

***As a school we define regular attendance as 96% or above* -** we class this as good attendance).

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued.
- Raising awareness of the importance of good attendance and punctuality • Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.

Southfield Primary believes Teachers, Parents, Carers, Pupils and all members of the Southfield Primary community have an important contribution in improving attendance and punctuality ensuring pupils attend to achieve.

This policy is based on the DFE's Working Together to Improve Attendance Guidance August 2024 and this policy ensures that as a school we:

- Promote pupils' welfare and safeguarding
- Ensure every pupil has access to the full-time education to which they are entitled
- Ensure that pupils succeed whilst at school
- Ensure that pupils have access to the widest range of opportunities when they leave us

Aims

- Maximise the overall percentage of pupil attendance and punctuality at Southfield Primary School.
- Reduce the number of pupils who are persistently absent and raise the profile of attendance and punctuality amongst the school community.
- Provide support advice and guidance for parents, pupils and staff.
- Develop clear procedures for the maintenance of accurate registration for pupils.
- Ensure a systematic approach to gathering, analysing and acting upon attendance data.

- Ensure a whole school approach to ensure consistency of intervention strategies.
- Continue to promote effective partnerships with the Local Authority, Children's Services, Health and other partner agencies.

Legislation and Guidance

By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

As a parent, you are legally responsible for making sure your child gets a suitable full-time education, usually from the age of 5 to 16. For most parents, this will mean making sure your child is in school every day except when: -

- Your child is too ill to go to school.
- You have permission for a leave of absence from your child's school for them not to attend. You should only ask for this in exceptional circumstances.
- Your religious body has a day especially for religious observance.

Parents may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Unauthorised absence may result in the school referring to the Local Authority for sanctions and/or legal proceedings. This may include issuing each parent with a Penalty Notice for £120, reduced to £60 if paid within 21 days or referring the matter to the Magistrates Court whereby each parent may receive a fine up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction.

There is no longer any entitlement in law for pupils to take time off during the term to go on holiday. In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school".

This is essential for pupils to get the most out of their educational experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2, key stage 4 and key stage 5 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 4. For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided.

This policy meets the requirements of the school attendance guidance from the Department for Education (DfE) and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- The Education Act 1996
- The Education Act 2002
- The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010 • The Education (Pupil Registration) (England) (Amendment) Regulations 2011 • The Education (Pupil Registration) (England) (Amendment) Regulations 2013
- The Education (Pupil Registration) (England) (Amendment) Regulations 2016
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Working together to improve school attendance May 2022

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

Non-Negotiables

- Every child is expected to attend school every day.
- When pupils' attendance falls below 96% they become a concern for senior leaders. Attendance is monitored weekly henceforward.
- Daily contact is made with the parents of pupils whose attendance is a concern.
- Good attendance is rewarded and celebrated publicly.
- Pupils whose attendance is consistently good are rewarded well.
- Pupils who are persistently absent are monitored daily and parents are contacted daily to celebrate improvements or remind of targets. Records are kept of this contact.
- All parents are informed of attendance expectations at transition into school including pupils who join midyear.
- Reasonable adjustments are made for pupils with medically diagnosed serious illness. Termly meetings are held with parents and medical professionals to update next steps.
- Medical appointments should be held outside of the school day except in exceptional circumstances where school leaders are made aware of the exceptional circumstances.
- Unauthorised leave will lead to penalty notices.

Promoting Regular Attendance

At all schools within the Empowering Minds Academy Trust believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, ethos, and day to

day life. We recognise the connections between attendance, attainment, safeguarding and wellbeing.

Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff.

To help us all to focus on this we will:
- Give parents details on attendance in our newsletters
- Report to parents at least three times a year in reports on their child's attendance.
  - Contact both parents listed on school admissions forms should their child's attendance fall below the school's target for attendance.
- Celebrate excellent attendance by displaying and reporting individual and class achievements
- Reward individuals and group good or improving attendance
- Refer poor attendance to other agencies including the Doncaster Council Attendance compliance team

Understanding Types of Absence

Every half-day absence from school has to be classified by the school (**not by the parent**), as either **AUTHORISED** or **UNAUTHORISED**. This is why information about the cause of any absence is always required. Each half-day is known as a "session".

Authorised absences are mornings or afternoons away from school for a justified reason like illness (although you may be asked to provide medical evidence for your child before this can be authorised), urgent medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been given. Unauthorised absences are coded with an **O** code. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes; however, this is not exhaustive:
- parents keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn.
- absences which have never been adequately explained to school leaders.
- children who arrive at school too late to get a "U" mark on the attendance register to indicate they are in
- school for safeguarding purposes, however, this is counted as an absence for the session.
- shopping trips.
- family events.
- problems with the distance travelled to school.
- looking after other children/ family members or children accompanying siblings or parents to medical appointments.

- their own or family birthdays.
- holidays taken during term time without leave - unauthorised absence will lead to a penalty notice being
- triggered by the Local Authority.
- day trips.
- other leave of absence in term time which has not been agreed.

Understanding barriers to attendance

We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team/s.

Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individualised early help plan will be agreed and subsequently reviewed.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced.
We can discuss reasonable adjustments and additional support from external partners where appropriate.

Working Together to Improve Attendances

Successfully treating the root causes of absence and removing barriers to attendance should remain the key focus of all our schools working in partnership with families, and other partners.

•Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to be in school and ready to learn by prioritising attendance improvement across the academy.

Monitor

•Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together

to resolve them before they become entrenched

•When a pattern is spotted, discuss with pupils and parents to listen and understand barriers to attendance and agree how all partners can work together to resolve them.

Understand

•Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an

Facilitate early help intervention or whole family plan where absence is a symptom of wider issues.

Support

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

•Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupils right to an education.

School Procedures

Day to Day Processes

School has robust day to day processes to track and follow up absence and poor punctuality which are rigorously applied. School has developed processes that meet the needs of our pupils and context. This is communicated with pupils and parents in an school specific guidance document on day-to-day processes.

Our arrangements are:

- Manage lateness: set out the length of time the register will be open, after which a pupil will be marked as absent, this should be the same for every session and is **30 minutes**

- Expect parents to contact the school when their child is absent to explain the reason and put in place processes to contact parents on the first day of absence where a reason has not been provided. If absence continues without explanation, further contact should be made to ensure safeguarding

- Identify any absences which are not explained for each session and contact parents (foster carers and/or social workers/youth offending team workers) to understand why and when the pupil will return. Where absence is recorded as unexplained in the attendance register the correct code should be inputted as soon as the reason is ascertained, but no later **than 5 working days** after the session

- Where reasonably possible, school holds more than one emergency contact number for each pupil

- Regularly inform parents about their child's attendance and absence levels. School includes the amount of time missed and the impact on the pupil's learning in correspondence

- Hold regular meetings with the parents of pupils who are vulnerable or are persistently or severely absent to discuss attendance and engagement at the school

- Identify pupils who need support from wider partners and make necessary referrals. Make the statutory data returns to the local authority and secretary of state

- Support pupils back into the school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps (attendance support plans with identified intervention)

The Attendance Register

By law, all schools are required to keep an attendance register, and all pupils must be placed on this register.

The attendance register will be taken at the start the school day and at the start of the afternoon session. It will record 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.

Every entry in the attendance register will be preserved for 3 years after the date on which the entry was made.

Unplanned absence

Parents must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by 9am or as soon as practically possible by leaving a message on the school absence line or send an email to the office.

Absence due to illness will be authorised *unless* the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask parents to provide 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.

Missing registration for a medical or dental appointment is counted as an authorised absence; advance notice is required for authorising these absences.

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.

Advance notification of appointments should be made to the office only - appointment cards / letters must be shown as evidence of the appointment.

Applications for other types of absence in term time must also be made in advance.

Lateness and punctuality

- A pupil who arrives late but before the register has closed will be **marked as late**, using the appropriate code and the minutes late recorded.
- A pupil who arrives after the register has closed will be **marked as absent**, using the appropriate code.

- Pupils must arrive in school by 830 Nursery and 8:40am Reception upwards on each school day.
- The register for the first session will be taken at 8.45am
- A late mark will be recorded for pupils arriving between 8:45am and 8:50am
- From 8:50am an "Unauthorised" entry will be made.
- Parents will need to sign in any Late pupils after 845am.

The following graph clearly illustrates how being late can add up to a loss of learning:
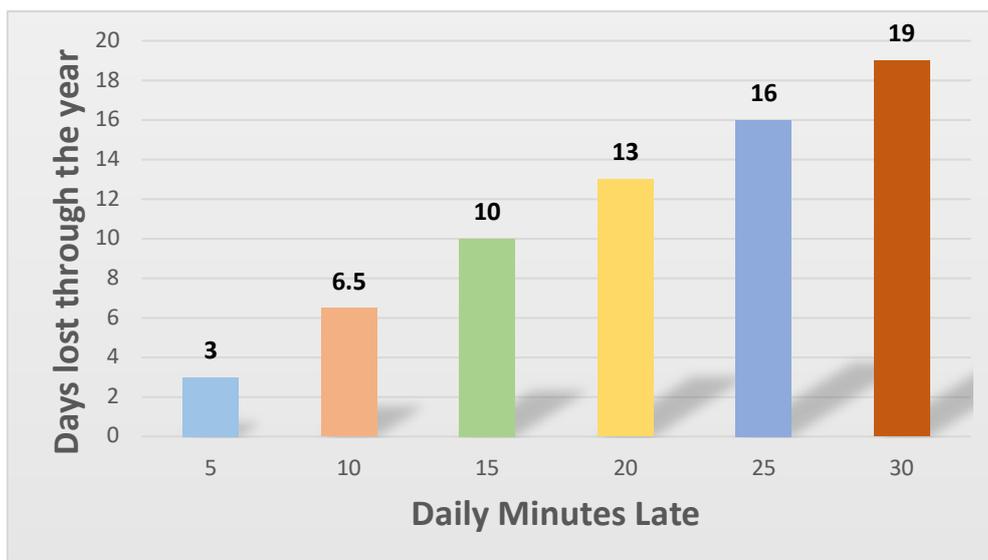
Daily Minutes Late	Days lost learning
5	3
10	7
15	10
20	13
25	16
30	19

As you can see, if children are late for just 5 minutes every day that can add up to over three days lost each year and arriving 15 minutes late each day is the same as being absent for 2 weeks a year: for that reason it is imperative that children are punctual.

To reduce congestion at the beginning of the school day and help all of our children arrive on time, we do open our school gates from 7:30am for breakfast club access.

Following up absence – first day contact

The school will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use.

- 9:00am   We will call parents/carers on the first day for absences not reported. If we do not get a response, we follow Safeguarding Policy for missing children.

If there is no response to the phone call…

- We will ring all the known contacts we have on the system.
- For identified vulnerable children / families a home-visit will be necessary
- For others we will consider whether a home-visit may be necessary

Reporting to parents

Attendance letters are sent to parents every ½ term

Attendance reports are issued to parents three times a year as part of the Autumn and Spring summary reports and annually as part of pupils' end of year report.

Authorised and unauthorised absence

Granting approval for term-time absence

Headteachers may not grant any leave of absence to pupils during term time unless they consider there to be 'exceptional circumstances'.

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

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. A leave of absence is granted entirely at the headteacher's discretion.

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments

- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart

- Traveller pupils 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

Where attendance is poor Southfield Primary School will take the following action with parents/carers:

- Contact via text
- Contact via letter
- Meeting with the Headteacher
- Referral to Governors
- Legal Action

Legal sanctions

Schools can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a penalty notice, parents must pay £60 within 21 days or £120 within 28 days. The payment must be made directly to the local authority.

The decision on whether or not to issue a penalty notice ultimately rests with the headteacher, following the local authority's code of conduct for issuing penalty notices.

This may take into account:

- A number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute the parent or withdraw the notice.

Attendance monitoring

Poor attendance is habitual; therefore prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils. School looks at historic and emerging patterns in order to develop strategies to address them.

To achieve this school will:

- Monitor and analyse weekly attendance patterns and trends

- Focus on individual pupil's cohorts and year groups including punctuality to provide the most timely and effective intervention

- Provide regular attendance reports to class teachers and pastoral teams so that attendance support can be provided instantly

- Use analysis to respond quickly and not allow attendance barriers to become entrenched

- Half termly, termly and full year data reports should be provided to senior leaders and governors so all leaders can action appropriately, challenge and support within their roles

- The school trust will benchmark attendance data against local, regional and national levels to identify areas of focus for improvement

- Devise specific strategies to address areas of poor attendance identified through the data. This may for example include pupils in a year group with higher-thanaverage absence or for pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers. By specific strategies, schools should identify in their guidance document to parents the different stages of intervention that will take place

- From monitoring the data school will evidence the impact of school wide attendance efforts including any specific strategies implemented. The trust will also identify a timeline of collaborative events to improve attendance that all schools can take part in

- School makes use of the View Your Education Data tool to compare attendance outcomes of different cohorts of pupils at a local and national level to identify where strengths are showing and where any further intervention is most needed

If a pupil's absence goes below 95% we may contact the parents to discuss the reasons for this. Absence for COVID will not counted as absence as part of absence monitoring during the 'learning to live with COVID' phase. This will be updated as guidance is reissued from government.

If after contacting parents a pupil's absence continue to rise, we will insist on a meeting with the Headteacher to resolve. We will use the Local authority support to meet with parents. Further legal action may be taken.

The persistent absence threshold is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil will be classified as a persistent absentee.

The severe persistent absence threshold is 50%. If a pupil's individual overall absence rate is greater than or equal to 50%, the pupil will be classified as a severe absentee.

Pupil-level absence data is collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying schoollevel absence data is published alongside the national statistics. We compare our attendance data to the national average and share this with governors.

Persistent Absence / Severe Absence

The definition of persistently absence (PA) pupil as set out by the DfE for 2015-2016 is a pupil with 10% or more absence (90% or less attendance). The table below, derived from the census guidance, gives an indication of the minimum number of sessions a pupil would miss by each half term to be classed as **PA**.

The definition of severe absence (SA) pupil as set out by the DfE Working Together to Improve School Attendance is a pupil with 50% or more absence (50% or less attendance). The table below, derived from the census guidance, gives an indication of the minimum number of sessions a pupil would miss by each half term to be classed as **SA**.

Half-Term	Total days	10% PA	50% SA
5th September to 14th October	30	3	15
5th September to 16th December	65	7	33
5th September to 10th February	93	10	47
5th September to 31st March	123	13	65
5th September to 26th May	152	16	76
5ht September to 26th July	190	19	95

As a school, we collect attendance data on our management information system, Pupil Asset. As per legal requirements, this data is shared with the local authority and nationally. Internally, we check this data on a weekly basis to look for patterns of absence across the school and at an individual level with a particular focus on those pupils in danger of being classed as PA.

The office and Senior Leaders will then monitor these pupils and try to work with families to improve attendance. This data is then monitored by our Safeguarding Governor on his half termly visits and data is shared termly with the Governors in an anonymous way.

This data is also shared with the Trustees to ensure the school are keeping PA to its lowest levels. Attendance of pupils that have a history of poor attendance, who are in receipt of free school meals or are vulnerable are a focus of this monitoring. From this the school keep a record of identified children.

The identified children are the focus of action and intervention and are discussed with meetings with our EWO. These identified children become a daily or weekly focus to ensure improvement. The school are committed to working with parents to help solve attendance issues and ensure regular attendance. As parents/carers have accepted a place at our school, it is an expectation that parents/carers will be committed to ensure attendance is as high as possible and pupils are always punctual.

Pupils at Risk of Becoming Persistent or Severe

School will work with local communities to help remove the barriers to attendance that families experience. In some cases, families will experience the same or similar barriers to attendance for multiple children who attend different schools in the area. Schools must work together where possible. This will be particularly beneficial in supporting transition between feeder schools.

Schools should work jointly with local partners and share data on individual cases where it is of benefit to the pupil. Local authorities and schools are expected to have regular targeting support meetings. As a minimum this includes:

- **New PUPIL and DELETION returns:** notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times

- **Attendance returns:** providing the local authority with the names and addresses of all pupils of compulsory school age who fail to attend regularly or have been absent for a continuous period of 10 days where their absence has been recorded with one or more of the codes statistically classified as unauthorised

- Local authorities must agree the frequency that attendance returns are to be provided with all schools in their area this should be no less frequently than once per calendar month

- **Sickness returns:** providing local authority with the full name and address of all pupils of compulsory school age who have been recorded with code I (illness) and who the school has reasonable grounds to believe will miss **15 days** consecutively or cumulatively because of sickness. Only one sickness return is required for a continuous period of sickness in a school year. This is to help the school and local authority to agree any provision needed to ensure continuity of education for pupils who cannot attend because of health needs, in line with the statutory guidance of education for children with health needs who cannot attend school.

Effective school attendance improvement and management

Prevention of poor attendance through good whole school attendance management	**All pupils** Developing good attendance patterns through effective whole school approach to attendance (including leadership, ethos and systems and processes)
	Pupils at risk of poor attendance Using attendance and absence data rigorously to support pupils with increasing levels of absence, arriving at school late or taking leave in term time without permission before it becomes a regular pattern

Early intervention to reduce absence before it becomes habitual	**Pupils with poor attendance** Intervening as early as possible and agreeing an action plan for pupils with high levels of absence and those demonstrating growing disengagement with school

Targeted reengagement of persistent and severely absent pupils	**Persistently and severely absent pupils** Put additional targeted support in place, where necessary working with partners, and agree a joint approach with local authorities for all severely absent pupils

Absence due to mental or physical health or special needs and/or disabilities

Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendship, school work, examinations or variable moods. It is important to note that these pupils are still expected to attend the school regularly – in many instances attendance may help with the underlying issue as being away from the issue might exacerbate it and prolong a period of absence.

School staff play a critical role in communicating these expectations to parents. They should also work alongside families to ensure such circumstances do not act as a barrier to regular attendance by mitigating anxious feelings in the school as much as possible. School also finds it helpful to refer to the Department for Educations non-statutory guidance on mental health issues affecting a pupil's attendance.

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 or disabilities (SEND). Their right to an education is the same as any other pupil and therefore the attendance ambition should be the same as it is for any other pupil but additional support may be provided. In developing this support, the usual processes relevant to any attendance case apply:

- Understand the individual needs of the pupil and family
- Working in partnership with a pupil and family to put support in place and where appropriate work with other agencies

- Regularly reviewing and updating the support approach to make sure it continues to meet individual needs

In cases of both long term physical or mental ill health, school staff are not expected to diagnose or treat physical or mental health conditions, but they are expected to work together with families and other agencies with the aim of ensuring regular attendance for every pupil. They should:

- Facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible whist supporting the underlying health issue
- 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 Equality Act 2010 where a pupil has a disability. Any adjustment should be agreed by. And regularly reviewed with the pupil and their parents.
- Ensure joined up pastoral care is in place and consider whether a time limited phased return to the school would be appropriate, for example for those affected by anxious feelings about school attendance
- Make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness

For pupils with special educational needs and disabilities schools are expected to:

- Work in partnership with parents to develop specific support approaches for attendance for pupils with SEND including where applicable to ensuring the provision outlined in the pupil's education, health and care plan is accessed
- Work in partnership with parents to help support routines where transport is regularly being missed and work with other partners to encourage a scheduling of additional support interventions or medical appointments outside of the main school day
- Establish strategies for removing barriers that SEND pupils may face including considering support or reasonable adjustments for uniform, transport, routines, access to support during 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 Equality Act 2010 where a pupil has a disability. Any adjustment should be agreed by. And regularly reviewed with the pupil and their parents.
- Ensure joined up pastoral care is in place and consider whether a time limited phased return to the school would be appropriate, for example for those affected by anxious feelings about school attendance
- If a pupil has an Education, Health and Care plan, schools must amend the plan to incorporate any additional or different attendance support identified

Medical evidence for recording absences should only be needed in a minority of cases (see code I). Where a pupils health need means they need reasonable adjustments or support because it is complex or long-term, schools can seek medical evidence to better understand the needs of the pupil and identify the most suitable provision in line with the statutory

guidance [supporting pupils with medical conditions at school](#) and [education for children with health needs who cannot attend school](#)

- Where parents do not engage and support, schools should work with the local authority or other local partners to formalise that support and ad a last resort, enforce attendance through legal intervention
- Schools should ensure data is regularly monitored for pupils with long term illnesses or SEND including reporting to governors, the trust board and the local authority

Part-time timetables

All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and special educational needs they may have. In some circumstances their 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 or Families Act 2014. Time away from the school to receive education in other ways must be recorded in the attendance register using the appropriate codes

In very exceptional circumstance where it is in a pupil's best interest, there may be a need to provide a temporary part-time timetable to meet individual needs or phasing a return after a period of suspension to ensure a successful reintegration of a pupil. A part-time timetable should:

- 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 pupil and parents to ensure it is only in place for the shortest time necessary

- Have a proposed end date which takes into account the circumstances of the pupil after which the pupil is expected to attend full time, either at the school or an alternative provision. As part of the review process it can due to individual circumstances be extended for a prolonged period

- Where a pupil has a social worker, the school is expected to 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 so that any support package that is in place can be reviewed as swiftly as possible

- In agreeing to a part-time timetable, the school has agreed to a pupil being absent

  for part of the week or day and therefore must record the attendance accordingly (appendix Code X or C2)

Roles and responsibilities

The Academy Committee

The Academy Committee is responsible for monitoring attendance figures for the whole school on at least a termly basis. It also holds the headteacher to account for the implementation of this policy.

The Headteacher and Attendance Officer

The Headteacher and Attendance Officer is responsible for ensuring this policy is implemented consistently across the school, and for monitoring school-level absence data and reporting it to governors.

The headteacher also supports other staff in monitoring the attendance of individual pupils and issues fixed- penalty notices, where necessary.

The Attendance Officer

The Attendance Officer/Pastoral Manager:
- Supports the Headteacher in monitoring the attendance of individual pupils
- Monitors attendance data at the school and individual pupil level
- Follows policy to ensure implementation
- Maintains the list of identified children classed as vulnerable for attendance purposes
- CP
- LAC
- Social Care
- Private Fostering
- Early Help
- Reports concerns about attendance to the headteacher
- Works with education welfare officer to tackle persistent absence
- Manages and maintains correspondences
- Arranges calls and meetings with parents to discuss attendance issues
- Advises the headteacher when to issue fixed-penalty notices

The office staff

Office staff are expected to check absence lines, emails and take calls from parents about absence and record it on the school system. Office staff are expected to contact parents when absence has not been reported as per the policy guidelines.
- Operate the first day-contact protocol
- Initial text & follow-up phone call
- Informs Attendance Officer of vulnerable children absence
- Manages any absences due to medical appointments

Class teachers

Class teachers are responsible for recording attendance on a daily basis. Teachers record absence as an **N** code and attendance and correct codes are added by the school office.

Class teachers are responsible for working with parents to ensure improved attendance for identified pupils.

Class teachers are responsible for reporting any concerns about patterns of absence to the Headteacher or Attendance Officer and on CPOMS and when it is considered a Safeguarding issue.

Monitoring arrangements

This policy will be reviewed annually or updated in-line with Government guidelines.

Links with other policies

- Child Protection and Safeguarding policy
- Positive Relationships & Behaviour Policy

Appendix 1 – Registration Codes as of September 2024

Code	Purpose
Attending	
/ \	Present in school / = am \ = pm
L	Late arrival before the register has closed
K	Attending a place other than the school – eg college
V	Educational visit or trip
P	participating in a supervised sporting activity
W	work experience
B	Off-site educational activity (not sporting or work experience)
D	dual registered - at another educational establishment
Absent - leave of absence	
C1	leave of absence authorised by the school
M	medical or dental appointments
J1	at an interview with prospective employers, or another educational establishment
S	study leave
X	not required to be in school
C2	Leave of absence for a compulsory school age subject to part-time timetable
C	Leave of absence for exceptional circumstances
T	Gypsy, Roma and Traveller absence
R	religious observance
I	illness (not medical or dental appointments)
E	excluded but no alternative provision made
Q	Unable to attend school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the premises being closed
Y4	Unable to attend due to the whole site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law

Day 1

Child is absent

Contact from

Y7	Unable to attend because of any other unavoidable cause	

G	Holiday not granted by the school
N	Reason for absence not yet provided
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed

Administration Codes

Z	Prospective pupil not on admission register
#	Planned whole school closure – holidays, 5 non-educational days

Appendix 2 Absence Protocol

Day 2

```
Has child returned?
  → Yes → Has parent contacted school with satisfactory reason
              → Yes → Record reason in register / Monitor attendance
              → No → Contact & challenge reason / Record on CPOMS / Record on register / Monitor attendance
  → No → Record on CPOMS / Repeat Day 1
```

Day 3

```
Has child returned?
  → Yes → Has parent contacted school with satisfactory reason
              → Yes → Record reason in register / Monitor attendance
              → No → Contact & challenge reason / Record on CPOMS / Record on register / Monitor attendance
  → No → Record on CPOMS / Repeat Day 1 / Send letter via post & email / Save letter on CPOMS / Consider home visit
```

Day 4

```
Has child returned?
  → Yes → Has parent contacted school with satisfactory reason
              → Yes → Record reason in register / Monitor attendance
              → No → Contact & challenge reason / Record on CPOMS / Record on register / Monitor attendance
  → No → Record on CPOMS / Repeat Day 1 / Send letter via post & email / Save letter on CPOMS / Consider home visit
```

Days 5 - 9 of absence

Record on CPOMS
Repeat Day 1
Consider further home visits

Day 10 of absence

Record on CPOMS
Repeat Day 1
Report child as CME

miro

Appendix 3: DfE guidance Summary table of responsibilities for school attendance. Sept 2022

All pupils

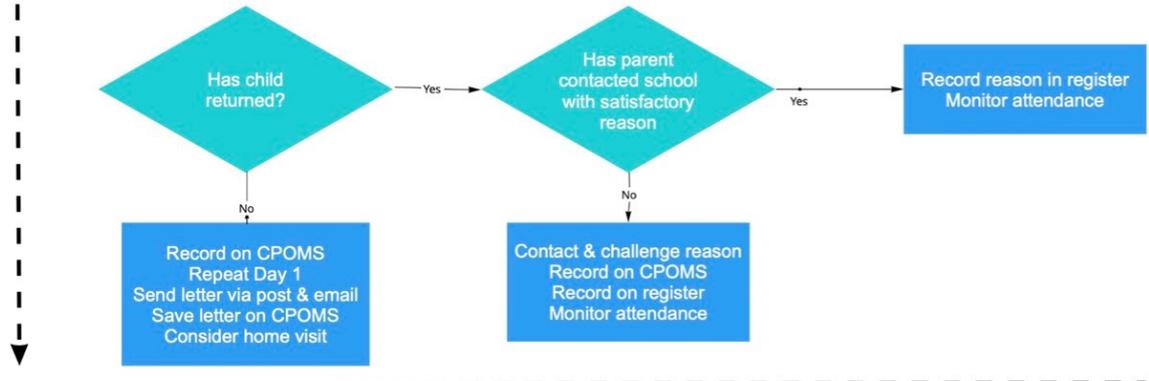| Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Ensure their child attends every day the school is open except when a statutory reason applies. Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). Only request leave of absence in exceptional circumstances and do so in advance. Book any medical appointments around the school day where possible.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers. Have robust daily processes to follow up absence. Have a dedicated senior leader with overall responsibility for championing and improving attendance.	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. Ensure school leaders fulfil expectations and statutory duties. Ensure school staff receive training on attendance.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services. Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance. Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice. Offer opportunities for all schools in the area to share effective practice.

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of poor attendance. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continued support as for pupils at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. Where there are safeguarding concerns, intensify support through statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continued support as for pupils at risk of becoming persistently absent and: Work jointly with the school to provide formal support options including parenting contracts and education supervision orders. Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners. Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continued support as for persistenly absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continued support as for persistently absent pupils and: All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision. Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families. Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Regularly monitor the attendance of children with a social worker in their area. Put in place personal education plans for looked-after children. Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.

Appendix 4 Attendance and Punctuality Roles and Responsibilities Guidance

Whole School Approach

When	Whom	Actions Expected
DAILY	**Pupils**	• Start of school – be on site at 8:40am • Be in class on time for registration: learning starts at 8:45am
	Class Teacher	• Registers are completed manually twice daily • Ensure attendance has a high profile in class • Discuss absence with pupils returning to school • Welcoming long-term absentees back into the class

	Attendance Team	• • Ensuring staff have completed AM/PM registers
		Ensuring input of accurate attendance marks in the register via Pupil
		• Asset
		Log on Pupil Asset / CPOMS, parental voicemails, text messages and
		• emails regarding student absences
		Identify pupils who are absent from school without reason (before
		• 9:30am)
		Ensure all Late arriving pupils are spoken to and their attendance is
		• entered on to Bromcom
		Messages or phone calls sent/made to parent/carers who have failed to
		• contact regarding their child's absence and also pupils who arrive late.
		First day absence phone contact with parents/carers, following up
		unexplained absences where no text message/phone call has been
		• returned.
		SLT and class teachers contacted with specific attendance queries and
		• necessary follow ups required
		Supporting staff with registration queries, support the interventions of
		the class teachers.
		• Logging attendance of all pupils going out /in school for medical, dental
		or visits
		• Daily liaison with other settings for pupils educated off site to ensure AM
		and PM registers are provided within set time parameters and pupils
		who fail to attend with reasons unknown are followed up through the
		First Day contact systems.
		• Daily Late process, log and send actions for relevant staff.
		• Parents to be informed via text if their child has arrived late to school.
		• Daily Attendance/ PA report compiled by Mrs Mountain - with
		responsibility for attendance.
		•
		Contact Social Services if identified vulnerable pupils are absent with no
		reason:
		    o Child Protection o
		         Families with social worker
		    o LAC
		    o Privately Fostered
		    o PA o SA
		• Safeguarding home visits as required.

	==EWO==	• • Safeguarding home visits as required. Focused casework interventions with persistent absence pupils and • families. Phone call contact with pupils/parent/carers • Home visits • Instigation of legal proceedings • Tracking of actions and interventions and feedback to pastoral staff.

	Senior Leader	• Monitoring and tracking of staff not completing registers in line with • Safeguarding requirements. • Liaison with EWO, Pastoral staff teachers regarding support work with identified pupils

When	Whom	Actions Expected
WEEKLY	**Class teacher**	• Ensure all members of the class know the school target and their current attendance • Monitor/follow up identified pupil absence by making contact with parent/carers where appropriate. Update information on • attendance board
	Attendance Team	• • Informing SLT of pupil patterns of absence. Provide weekly pupil attendance figures for class teachers and pupil • rewards Discuss punctuality issues with identified pupils and parent/carers • Pupils rewards • Provide weekly Punctuality data for class teacher and pupil rewards
	Senior Leader	• Monitoring and Tracking of staff not completing registers in line with Safeguarding requirements. • Liaison with Pastoral Coordinators and Curriculum Leaders regarding support work with identified pupils

HALF TERMLY	**Senior Leader**	• Maintain a high profile of attendance as a significant contributor to pupil achievement • Use attendance data to identify and take action to improve the attendance of vulnerable pupils • Ensure that all teaching staff focus on attendance in planning and pedagogy
	Senior Leader	• Ensure that attendance features in ALL parents' evenings Monitor • and track attendance/PA Action Plans
When	Whom	Actions Expected

TERMLY	Senior Leader	- The importance of attendance is underpinned by awareness of safeguarding issues for all pupils both in school and those at off-site provision - School Attendance Review alongside the EWO Ensure that attendance is given a high profile as a key driver of school improvement and provide support and guidance to SLT, for plans to raise attendance Ensure that the attendance policy is implemented across the school and that systems are operating effectively. - Report to SLT on attendance matters - Ensure school prospectus, parent/carers welcome booklet and school newsletters promote Attendance
	Headteacher	Ensure that attendance maintains a high profile as a key driver of school improvement through close monitoring and scrutiny of attendance data in conjunction with SLT and Governors

Appendix 5 Table of Escalations

Attendance %	RAG	Intervention	Lead Responsibility
100% Attendance is Excellent		• Rewards and Praise	Class Teacher Pastoral Staff Senior Leader
99% - 97% Attendance is Good		• Rewards and Encouragement	Class Teacher Pastoral Staff Senior Leader
96% Attendance Is Satisfactory		• Rewards and Encouragement	Class Teacher Pastoral Staff Senior Leader
95% - 90% Attendance is a Concern		• Talk to pupils • Contact parent/carers 5-minute meetings • Return to school discussions • Safe and well safeguarding visits • Early intervention EWO • Persistent absence warning letters	Class Teacher Pastoral Staff Senior Leader
Below 90% Attendance is a Serious Concern PA		• • Regular next action planning meetings • Safe and well safeguarding visits Action Plans • Legal intervention	Senior Leader Pastoral staff Governors EWO Local Authority
Below 50% Attendance is a Serious Concern SA		• • Regular next action planning meetings • Safe and well safeguarding visits Action Plans • Legal intervention	Senior Leader Pastoral staff Governors EWO Local Authority

Appendix 6 – Improving School Attendance

Weekly on-going attendance monitoring

Attendance drops below 96% Warning letter sent out

IMPROVEMENT Continue to monitor

Further Absence

If 10 consecutive sessions are missed EWO will complete Safeguarding visits and written advice left with parent/carers

Attendance Manager to contact home and arrange meeting within 1 week

IMPROVEMENT Continue to monitor

Further Absence

If 10 consecutive sessions are missed EWO will complete Safeguarding visits and written advice left with parent/carers

Attendance Manager to contact home and arrange meeting within 1 week

If attendance is below 90% refer to EWO

IMPROVEMENT Continue to monitor School & EWO

No Improvement - Persistent Absence Status - less than 90% attendance

If 10 consecutive sessions are missed EWO will complete Safeguarding visits and written advice left with parent/carers

EWO to contact Home and arrange meeting within 1 week to conduct assessment.

IMPROVEMENT Continue to monitor EWO

EWO Assessment & Info sent to Headteacher

No Improvement - Persistent Absence Status - less than 90% attendance

Time frame – 12 weeks

EWO Casework Referral