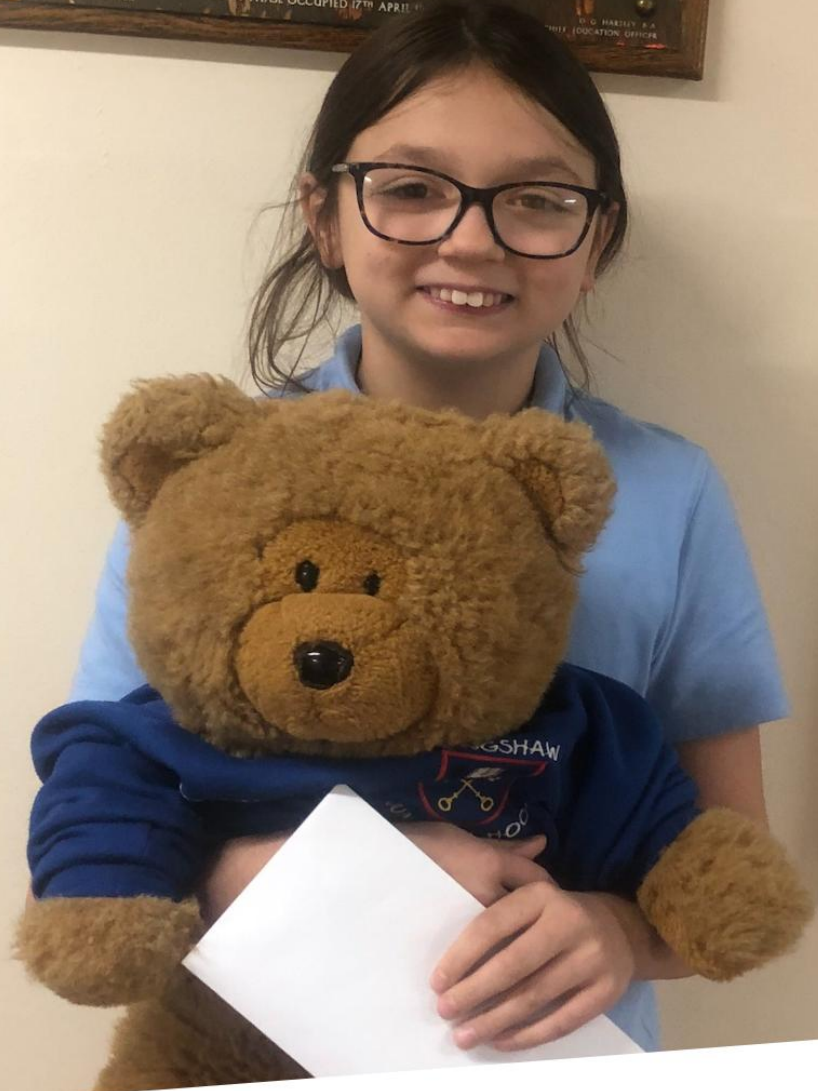
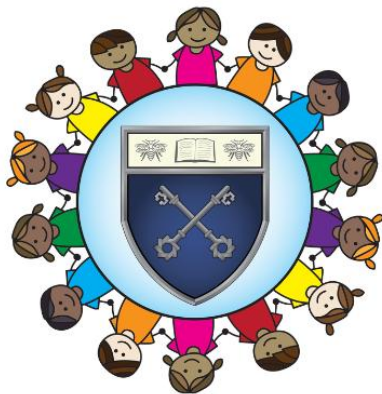


ON  
THURSDAY, 17<sup>TH</sup> APRIL 1958  
(FIRST PHASE OCCUPIED 17<sup>TH</sup> APRIL)  
F. V. POWELL, A.M.S.E., M.I.M.E.  
ROBSON ENGINEERS & SURVEYORS  
E. D. HARTLEY, F.A.  
LOCAL AUTHORITY OFFICERS



# Longshaw Junior School

Success for all - Nothing Less!



## Attendance Policy

# Contents

1. Aims.....	3
2. Legislation and guidance .....	3
3. Roles and responsibilities .....	3
3.1 The governing board .....	3
3.2 The headteacher .....	4
3.3 The designated senior leader responsible for attendance .....	5
3.4 The attendance officer .....	5
3.5 Class Teachers .....	5
3.6 School [admin/office] staff .....	5
3.7 Parents.....	6
3.8 Pupils.....	6
4. Recording attendance.....	6
4.1 Attendance register .....	6
4.2 Unplanned absence.....	7
4.3 Planned absence.....	7
4.4 Lateness and punctuality .....	7
4.5 Following up unexplained absence.....	7
4.6 Reporting to parents .....	9
5. Authorised and unauthorised absence .....	9
5.1 Approval for term-time absence.....	9
5.2 Sanctions.....	10
6. Strategies for promoting attendance.....	11
7. Supporting pupils who are absent or returning to school.....	12
7.1 Pupils absent due to complex barriers to attendance .....	12
7.2 Pupils absent due to mental or physical ill health or SEND .....	12
7.3 Pupils returning to school after a lengthy or unavoidable period of absence .....	12
8. Attendance monitoring.....	12
8.1 Monitoring attendance .....	12
8.2 Analysing attendance .....	13
8.3 Using data to improve attendance .....	13
8.4 Reducing persistent and severe absence .....	13
9. Monitoring arrangements.....	14
10. Links with other policies .....	14
Appendix 1: attendance codes.....	15
Appendix 2: Monitoring and reporting attendance .....	13
Appendix 3: Attendance Escalation Intervention.....	14

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## 1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

## 2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

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

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board is responsible for:

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

- Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance
  - That absence is almost always a symptom of wider issues
  - The school's legal requirements for keeping registers
  - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Holding the headteacher to account for the implementation of this policy
  - Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data

The Link Governor for attendance is Mr Paul Hawthorthwaite. We have half termly meetings to discuss attendance priorities.

### 3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising Jennifer Taylor (Deputy headteacher) to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs

- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

### 3.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Jennifer Taylor and can be contacted via email – [jennifer.taylor@longshawjunior.blackburn.sch.uk](mailto:jennifer.taylor@longshawjunior.blackburn.sch.uk)

### 3.4 The attendance officer

The school attendance officer is responsible for:

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

The attendance officer is Sinead Scotting and can be contacted via [sinead.scotting@longshawjunior.blackburn.sch.uk](mailto:sinead.scotting@longshawjunior.blackburn.sch.uk)

### 3.5 Class Teachers

Class Teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office

### 3.6 School [admin/office] staff

School administration staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system using the correct codes.
- Transfer calls from parents/carers to the attendance officer / SLT where appropriate, in order to provide them with more detailed support on attendance

### 3.7 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority

Seek support, where necessary, for maintaining good attendance, by contacting the attendance officer / wellbeing team who can be contacted via 01254 296 450.

### 3.8 Pupils

Pupils are expected to:

- Attend school every day, on time

## 4. Recording attendance

### 4.1 Attendance register

Staff will take a paper register and then the office will input this into SIMS. (This year we will be rolling out the use of SIMS Next Generation)

We will keep an electronic attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances
- The nature of illness and whether medical attention has been sought by parents / carers for their child.

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

The school day starts at 8.50am and ends at 3.20pm

Pupils must arrive in school by 8.50am on each school day.

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

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

## 4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9am, or as soon as practically possible, by calling the school administration staff, who can be contacted via 01254 296450 / [office@longshawjunior.blackburn.sch.uk](mailto:office@longshawjunior.blackburn.sch.uk)

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

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

Where the absence is longer than 3 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

## 4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment and produces an appointment letter / card.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

Please complete a Discretionary Leave of Absence form – the office has copies and it can be found on our school website. <https://www.longshawjunior.org/attendance/>

## 4.4 Lateness and punctuality

A pupil who arrives late:

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

A pupil who arrives after 8.50am will be required to tell the office staff and Attendance Officer before going to class. The Attendance Officer will monitor punctuality and address any ongoing issues.

## 4.5 Following up unexplained absence

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may contact for example, social services, the police. School may also conduct a home visit from day 1 of absence.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: [issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate]

### Children Missing from Education (CME)

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

School are updated annually on the procedures which are to be taken in the case of a Child Missing in Education. School are required to inform the local authority about the details of:

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

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

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

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

## 4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about your child's attendance and absence levels for example, weekly texts informing parents if their child has been late, phone calls regarding attendance, half termly letters, improvement in attendance letters.

## 5. Authorised and unauthorised absence

### 5.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

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

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances. It is unlikely a leave of absence will be granted for the purposes of a family holiday. Any request must be via a Leave of Absence request form.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The headteacher may require evidence to support any request for leave of absence.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

## 5.2 Sanctions

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

### Penalty notices

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

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

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

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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

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

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

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

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

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

### Notices to improve

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

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

They will include:

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

## 6. Strategies for promoting attendance

Regular good attendance and punctuality will be promoted and rewarded.

### **Rewards**

- Each week the class with the best attendance will receive 'Attendance Ted' and the Attendance trophy that will be kept in their classroom until the following week.
- The names of children with 100% attendance for the full year will be placed in a draw, the winner will receive a prize discussed at School Council / Pupil Surveys.
- Each week one pupil who has achieved 100% attendance for the week will be chosen from each class and will be rewarded with wearing their own clothes for one day the following week.
- Each week all pupils who have achieved 100% attendance for the week will be rewarded with a 100% attendance sticker.
- Attendance leagues and buddy systems will be put in place to promote attendance.
- Termly attendance certificates
- Termly Attendance Postcards
- Themed days to encourage attendance

### **Parental Communication**

- Each week a text will be sent to all parents if their child has been late.
- Half termly letters will be issued to all parents outlining their child's attendance that term.
- Regular communication with parents regarding attendance will be a priority. This will be done through phone calls and parental meetings (see appendix 2)

### **Termly Rewards**

- The School Council will discuss what rewards they would like and then classes will vote.

### **Attendance Passports**

- Attendance Passports will be issued to all children where they will closely monitor their attendance – staff will promote this in their classrooms.

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

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

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

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

The attendance officer and our school SENDCO will meet families individually if there is a pupil absent from school due to mental or physical ill health or their SEND. A personalised plan for the pupil will be put in place in consultation with the parents and any other agencies involved.

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

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

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

## 8. Attendance monitoring

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

### 8.1 Monitoring attendance

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

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

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

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

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

## 8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

## 8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)

Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)

- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

## 8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- 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 5.2, above and 8)

## **9. Monitoring arrangements**

This policy will be reviewed as guidance from the local authority and/or DfE is updated.

At every review, the policy will be approved by the full governing board.

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

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Policy Updated – September 2025

To be reviewed – September 2026

## Appendix 1: attendance codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
<b>Attending a place other than the school</b>		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
<b>Absent – leave of absence</b>		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
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
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
<b>Y1</b>	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly	Every pupil absent as the school is closed

	closed	unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

## Appendix 2

<p>First day of absence</p>	<ul style="list-style-type: none"> <li>• Ring parent. If no answer, mark as unauthorised.</li> <li>• <b>Send a text – Please contact school immediately regarding your child’s absence today.</b></li> <li>• Ask siblings if in school.</li> <li>• Ask friends and teachers.</li> <li>• Record on CPOMs.</li> <li>• DSL will follow up if the child is a cause for concern from a safeguarding point of view.</li> <li>• Contact social worker in the case of a vulnerable child.</li> <li>• It is at the Headteacher’s discretion whether a home visit will commence on day 1.</li> <li>• If your child is known to have been persistently absent in the past (90% or below) you may receive a home visit from the first day of absence)</li> </ul>
<p>Second day of absence</p>	<ul style="list-style-type: none"> <li>• If still no response</li> <li>• Ring all contacts.</li> <li>• <b>Send text - Please contact school regarding your child’s absence.</b> <b>‘We have been unable to contact you. Please check that the details we have are the correct ones, failure to get in contact may result in a home visit tomorrow.’</b></li> <li>• Ask siblings if in school.</li> <li>• Ask friends and teachers.</li> <li>• Record on CPOMs.</li> <li>• DSL will follow up if the child is a cause for concern from a safeguarding point of view.</li> <li>• Contact social worker in the case of a vulnerable child.</li> <li>• It is at the Headteacher’s discretion whether a home visit will commence on day 2.</li> </ul>
<p>Third day of absence</p>	<ul style="list-style-type: none"> <li>• If still no response</li> <li>• Ring all contacts.</li> <li>• <b>Send text - ‘We have been unable to contact you. Members of our school team will make a home visit today,</b></li> <li>• Ask siblings if in school.</li> <li>• Ask friends and teachers.</li> <li>• Record on CPOMs.</li> <li>• DSL will follow up if the child is a cause for concern from a safeguarding point of view.</li> <li>• Contact social worker in the case of a vulnerable child.</li> <li>• It is at the Headteacher’s discretion whether a home visit will commence on day 3. Consider whether to implement the attendance intervention escalation framework.</li> </ul>
<p>Fourth and Fifth day of absence</p>	<ul style="list-style-type: none"> <li>• Repeat the process</li> </ul>

Appendix 3: intervention escalation framework.

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

Stage Two: Initial support		
Thresholds/triggers	Actions to be taken	Monitoring procedures
<p>Initiate support at this level if any of the following criteria are met:</p> <p>3 days absent (6 sessions)</p> <p>Continued late arrivals</p>	<p><b>Continue to give the universal support offered to all pupils at Stage One.</b></p> <p><b>In addition to this:</b></p> <p><b>Direct contact with parents/carers:</b></p> <ul style="list-style-type: none"> <li>• First warning letter issued. Parents/carers invited to discuss any concerns if they wish to do so.</li> <li>• Late letter issued</li> </ul> <p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• Pupil Voice and identify if there is anything needed to be put in place for the child e.g. friendship groups, ELSA, breakfast club etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance tracked through SIMS weekly at individual, class and school level.</li> <li>• Class teachers/form tutor to monitor pupil more closely</li> </ul>

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

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

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

**Stage Five: Use of Parental Responsibility Measures**

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