



Attendance Policy

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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 the start of the school day and 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 School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

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 Local Governing Body (LGB)

The LGB is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations and statutory duties, including:



- o Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
- o 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:
 - o The importance of good attendance
 - o That absence is almost always a symptom of wider issues
 - o The school's legal requirements for keeping registers
 - o The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Sharing effective practice on attendance management and improvement across schools in our Trust by engaging in our Attendance Forum
- Holding the headteacher to account for the implementation of this policy

Our designated Link Governor for Attendance is Mr. Justin Allen, who oversees this area as part of his broader Safeguarding responsibilities.

3.2 The Executive Headteacher

The Executive Headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the leadership team 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 SLT 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
- Ensure we work through our flowchart of actions: **see Appendix 1**

3.4 The Designated Senior Leader for Attendance

The Designated Senior Leader 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 when to issue fixed-penalty notices

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 on the same day.

3.6 School admin/office staff

School admin/office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system



- Take messages from, calls from parents/carers to the appropriate colleague, to provide them with more detailed support on attendance
- The office team will refer to the School Blue Register for safeguarding purposes. The register is a confidential register that tracks absences of vulnerable pupils, such as those on Child Protection Plans, those receiving additional safeguarding support, or those who have been identified as at risk. This register is managed by the Designated Safeguarding Lead (DSL) and Attendance Leader, ensuring a higher level of oversight for vulnerable children.
- The office will call home if a child's attendance is unaccounted for. They will do this as soon as registers are completed - which is no later than 9.15am.

3.7 Parents/Carers

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/carers are expected to:

- Make sure their child attends everyday on time
- Call or use the online recording system (on the website) the school to report their child's absence before 9.15am 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
- Seek support, where necessary, for maintaining good attendance, by contacting members of the senior leadership team via the school office: enquiries@kgagomer.uk

3.8 Pupils

Pupils are expected to:

- Attend school every day and on time

4. Recording attendance

4.1 Attendance register

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

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

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

Any amendment to the attendance register will include:

- The original entry
- The amended entry



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

See **Appendix 1** for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

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

The school day starts at 08.40am and ends at 3.10pm.

Pupils must arrive in school by 08.40am, their classroom by 08.45am and register by 08.50 on each school day.

The register for the first session will be taken at 8.50am and will be kept open until 9.15am. The register for the second session will be taken at 12.50.

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 09.15am or as soon as practically possible, by calling the school office staff, who can be contacted via Tel: 023 92524312 or the online recording system. See [here](#).

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

Where the absence is longer than 4 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment.

Please complete an Absence Request form which can be found here on our website, [see here](#), or shard copy collected from the school office.

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

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

4.4 Lateness and Punctuality

A pupil who arrives late:

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



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

Each week, our Attendance Lead conducts a thorough analysis of attendance data, identifying any persistent issues with punctuality. Where concerns arise, the Attendance Lead will contact parents directly to discuss the patterns observed. Through this communication, we will work collaboratively to explore and implement tailored strategies aimed at improving punctuality and ensuring that every child benefits fully from their learning opportunities.

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

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 their child's attendance and absence levels. This is accessible on Arbor by the parent and can be accessed daily.

To ensure regular and formal reporting:

- Parents will receive attendance summaries as part of their child's Spring Arbor report card and their annual report sent home in the summer term.
- Where attendance concerns arise, the school will proactively contact parents through:
 - **Weekly checks** for pupils identified with attendance below 90% (persistent absenteeism threshold).
 - **Fortnightly progress updates** for pupils on attendance improvement plans.
 - **Individual meetings** for those with severe absences (50% or more) to develop tailored strategies and support plans.

The school follows a clear procedure for addressing attendance concerns, including early intervention, personalised action plans, and collaboration with external agencies where necessary (see Appendix 1 for details). The school recognises and celebrates attendance of 96% and above. Parents/carers will receive a monthly celebratory email acknowledging this achievement. This approach ensures recognition is communicated discreetly to avoid drawing undue attention within the school setting. While we appreciate parents may already be aware of their child's attendance levels, we believe this



initiative provides a supportive and encouraging way to highlight their ongoing commitment to good attendance.

Please see [Appendix 1](#) for a flow chart of our procedures.

By prioritising attendance and fostering strong partnerships with parents, the school ensures every child benefits from full access to education.

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
- 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 circumstance' for school absence as a situation that is highly unusual, unforeseen, and unlikely to reoccur during the time the child is on the school roll. Such circumstances are rare and significant in nature, requiring careful consideration. Our priority is to ensure that children attend school regularly, and as such, only truly extraordinary situations will be deemed as exceptions.

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

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence, and in accordance with any leave of absence request form, accessible via the [school website](#). The Executive Headteacher and/or Attendance Lead 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

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

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

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

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

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



A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

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

Notices to improve

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

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

They will include:

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

6. Strategies for promoting attendance

Our school is committed to promoting regular attendance as essential to each pupil's educational success. To encourage high levels of attendance, we implement the following strategies:

- **Positive Reinforcement:** We celebrate good and improved attendance through recognition in assemblies, fostering a culture where attendance is valued.
- **Parent Engagement:** We maintain regular communication with parents to highlight the importance of attendance, providing clear expectations and sharing attendance updates.
- **Early Intervention:** We monitor attendance data weekly to identify any emerging patterns of absence, and act swiftly to address concerns through meetings with parents, offering support to overcome any barriers.
- **Supportive Environment:** We create a welcoming and engaging school environment where children feel motivated to attend, offering a range of activities and support for well-being.
- **Tailored Support Plans:** For pupils facing particular challenges, such as illness or family circumstances, we develop personalised attendance plans to help them re-engage with school.

These strategies are designed to foster a strong partnership between home and school, ensuring all pupils benefit from consistent, uninterrupted learning.



7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

At our school, we recognise that some pupils face complex barriers to attendance, and we are committed to working closely with families to support these children in overcoming these challenges. Our approach is centred on understanding the individual needs of each pupil and maintaining open, collaborative communication with parents and carers. We work together to identify and address any in-school barriers, such as anxiety, learning needs, or social challenges, through tailored strategies, including personalised support plans and access to well-being resources. Our aim is to remove these barriers, ensuring that every child can fully engage with their education and reach their potential.

7.2 Children Under Child Protection

For pupils identified as under Child Protection, specific procedures are followed to ensure their safety and wellbeing, with heightened vigilance around attendance.

Immediate Notification of Social Care: If a child under a Child Protection Plan is absent without prior explanation, Social Care must be notified by the school's designated safeguarding lead (DSL) or attendance lead on the first day of absence. A **home visit will** be made to assess potential safeguarding concerns. This will be repeated daily until the whereabouts of a child are known.

Continuous Monitoring: The attendance of children under Child Protection will be monitored daily. The DSL will conduct a weekly review of attendance and lateness patterns, communicating any concerns to Social Care promptly and ensuring any agreed-upon actions are implemented.

7.3 Pupils absent due to mental or physical ill health or SEND

Our school is committed to supporting pupils who are absent due to mental or physical ill health or as a result of their Special Educational Needs and Disabilities (SEND). We work closely with families to understand the individual circumstances of each child and ensure a personalised approach to their education and well-being. Where appropriate, we make reasonable adjustments to the curriculum, learning environment, or timetable to accommodate their needs and facilitate a smooth return to school. Additionally, we provide tailored support, such as access to pastoral care, mental health resources, or one-on-one assistance, to ensure continuity of learning. Our priority is to maintain strong communication with families and external professionals to ensure that the child receives the necessary support both in and out of school.

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

7.3 Monitoring Pupils on Child Protection Plans

In cases where a pupil is on a Child Protection Plan, we take a proactive approach to monitoring their attendance. We recognise that persistent absence or any unexplained absences can be a sign of increased vulnerability or safeguarding concerns. As such, the Designated Safeguarding Lead (DSL) will be informed immediately of any pupil on a Child Protection Plan who is absent.

We follow up on absences promptly by making direct contact with parents or carers on the first day of absence. If there is no response or satisfactory explanation within a reasonable time frame, we will make a home visit. If this is not successful we will escalate the matter, involving external agencies where appropriate, such as social services, to ensure the safety and well-being of the pupil. Regular attendance reviews for these pupils are carried out in partnership with social workers and other relevant professionals, with the outcomes and any concerns recorded in line with our safeguarding



procedures. Our goal is to ensure that every child is safe and supported in returning to school and fully accessing their education.

7.4 Recording and Tracking Daily Lateness

Daily lateness is recorded to identify and support children who are consistently late, acknowledging the potential impact on their learning.

- **Recording Lateness:** All pupils arriving after the designated school start time will be marked as late, with the specific minutes recorded for each incident.
- **Tracking Patterns and Interventions:** The school will conduct monthly reviews of lateness records to identify patterns or repeated issues. Interventions may include:
 - **Meetings with parents** to discuss the importance of timely arrival.
 - **Setting punctuality targets** as part of the parental contract and recognising improvement.
 - **Referral to pastoral support** if lateness is linked to external or family-related factors.
- **Supportive Measures:** A designated pastoral team member will work with children who are consistently late, providing incentives and guidance to encourage on-time arrival.

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

We recognise that returning to school after a lengthy or unavoidable period of absence can be challenging for pupils, both academically and emotionally. To ensure a smooth and supportive reintegration, we adopt a personalised approach tailored to each pupil's circumstances. Upon their return, we will conduct a reintegration meeting involving the pupil, their parents or carers, and key school staff such as the class teacher and pastoral lead. This meeting will allow us to understand the reasons for the absence and to collaboratively design a phased return plan, where appropriate. The plan may include a reduced timetable, additional learning support, or access to pastoral and well-being resources to help the pupil readjust to the school environment. We also ensure that any gaps in the pupil's learning are identified and addressed through targeted interventions, including one-to-one or small-group tuition, and access to learning materials to support catch-up. Our focus is not only on academic progress but also on the emotional and social well-being of the pupil. We will provide additional support to help the pupil re-establish friendships, regain confidence, and feel a sense of belonging within the school community. Regular check-ins will be arranged to monitor the pupil's progress and well-being, with adjustments to the support plan made as necessary. Our aim is to ensure that every child feels fully supported and confident as they return to full-time education. **See Appendix 3.**

8. Attendance monitoring

Our approach to supporting pupils back into school after a lengthy or unavoidable period of absence is centred on understanding their individual needs and ensuring a smooth and positive reintegration. We work closely with families to develop a tailored reintegration plan, which may include:

- **Personalised Support:** We assess any learning gaps caused by the absence and provide targeted support through catch-up sessions, additional resources, or one-on-one help to ensure pupils regain confidence in their learning.
- **Pastoral Care:** We prioritise the emotional well-being of returning pupils by offering access to pastoral support, including time with our well-being team or key staff members, to help them adjust back to the school routine.
- **Phased Return:** Where appropriate, we offer a phased return to ease the pupil back into school life, starting with part-time attendance or reduced hours if needed.
- **Ongoing Communication:** Regular communication with parents ensures that any emerging concerns are addressed swiftly, and we remain flexible in adapting the reintegration plan based on the pupil's progress.



- **Peer Support:** We encourage peer support through buddy systems or small group work to help the pupil reconnect socially and feel part of the school community.

Our aim is to create a supportive, nurturing environment that help

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) monthly, 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.

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 a thorough analysis of monthly, 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 absences 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)
- Communicate clearly with our families

9. Monitoring arrangements

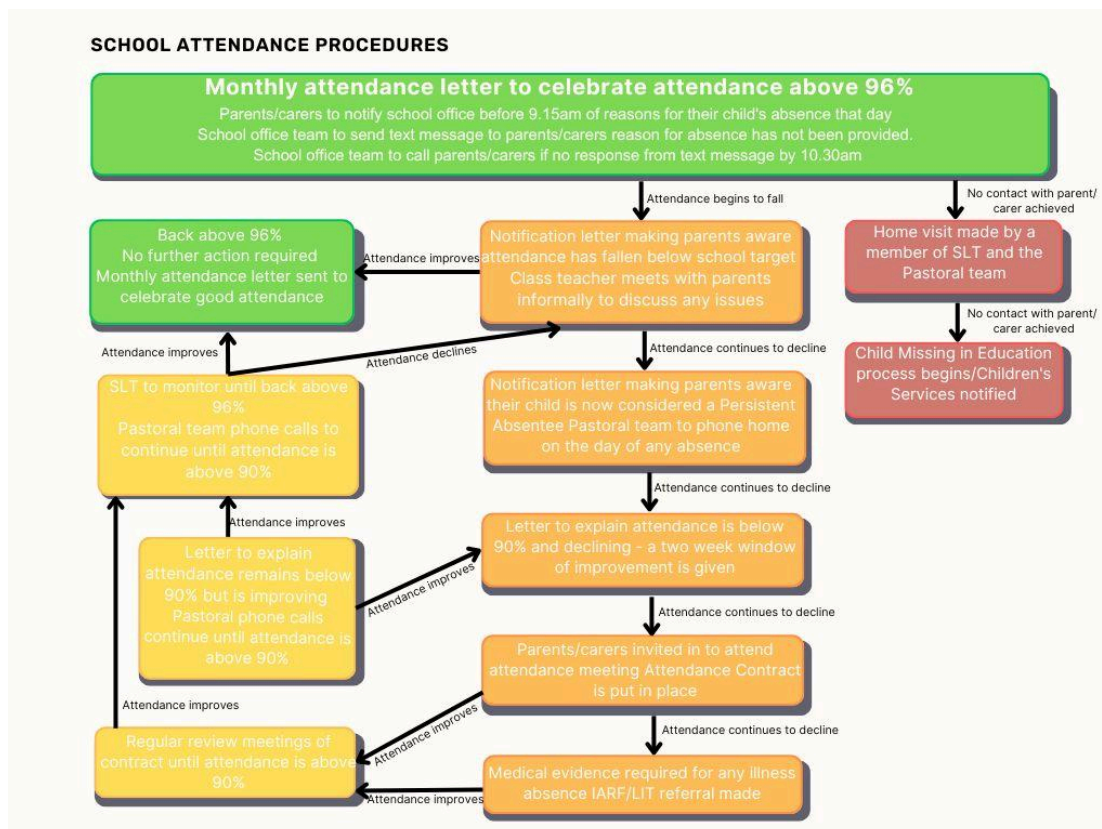
This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the Executive Headteacher. At every review, the policy will be approved by the full governing board.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: School Attendance Procedures



Appendix 2: Attendance Codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority



V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes



R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> ● In police detention ● Remanded to youth detention, awaiting trial or sentencing, or ● Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		



G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 3: Addressing Missed Learning Due to Unauthorised Leave

Purpose and Rationale

Our school is committed to ensuring that every child receives the full benefit of our curriculum. Regular attendance is vital, as even short absences disrupt learning and progress. Term-time holidays significantly impact school learning outcomes, which is why we strongly discourage unauthorised leave during school time. To support children in maintaining continuity in their learning when unauthorised absences do occur, we have established a positive approach to catching up on missed work. This aims to enable children to close any learning gaps in key areas including Maths, grammar, handwriting, and writing.

Expectations and Catch-Up Schedule

For families who take unauthorised leave, we request that missed learning be completed at times convenient for both children and their families. We offer flexibility in how and when this can be achieved, allowing families to choose an approach that best supports their child's learning:

1. Catch-Up Options:

- **During Lunchtimes:** Children may attend supervised sessions to work independently on their catch-up tasks. A supervising adult will ensure a safe environment, though direct teaching will not be available.
- **After School:** For families who prefer an in-school setting, children may stay after school to complete missed learning under adult supervision. This option provides a quiet and focused environment without structured teaching.



- **At Home:** Families may choose to oversee their child's missed learning at home, offering flexibility for children to catch up at their own pace with family support.
2. **Focus Areas:** The primary subjects for catch-up tasks are:
- **Maths:** Reinforcing missed mathematical concepts to ensure continuity in skills progression.
 - **Grammar:** Focusing on grammar exercises to support language development and ensure consistency in English learning.
 - **Reading:** Accessing comprehension-based tasks.
 - **Handwriting:** Practising handwriting to maintain neat and fluent writing skills.
 - **Writing:** Engaging in writing tasks to maintain expressive and structured writing abilities.

Support and Supervision

While no direct teaching will be provided for catch-up sessions, we understand the importance of a safe and supervised environment. For children completing missed learning at school, supervising staff will be present to oversee these sessions, providing encouragement and support as needed. If families choose to complete missed learning at home, we encourage them to use resources provided by the school to ensure consistency with curriculum expectations.

Communicating Positively About Attendance

We understand that some families may feel that term-time holidays are a valuable experience. However, we encourage parents and carers to consider the impact on their child's learning. Regular school attendance is foundational for success, and we are committed to helping every child achieve their full potential.

Catch-Up Schedule

The following table summarises the options available for catch-up learning after unauthorised leave:

Catch-Up Method	Details
Lunchtime Sessions	Supervised independent work session focused on Maths, grammar, handwriting, and writing.
After-School Sessions	Supervised environment with independent work; no direct teaching but support as needed.
Home-Based Catch-Up	Families oversee and support catch-up learning at home at a time convenient to them.