



# 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 attending school.

## 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

- The governing board is responsible for:
  - Promoting the importance of school attendance across the school's policies and ethos
  - Making sure school leaders fulfil expectations and statutory duties
  - Regularly reviewing and challenging attendance data
  - Monitoring attendance figures for the whole school
  - Making sure staff receive adequate training on attendance
  - Holding the headteacher to account for the implementation of this policy

### **3.2 The headteacher**

The headteacher is responsible for:

- The implementation of this policy at the school
- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
- Having a strong grasp of absence data and oversight of absence data analysis
- Monitoring school-level absence data and reporting it to governors
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Monitoring the impact of any implemented attendance strategies
- Authorising the Family Liaison and Attendance Officer to be able to issue fixed-penalty notices, where necessary
- 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

### **3.3 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
- Supporting staff with monitoring the attendance of individual pupils
- Making a phone call to the child's home on the third day of any absence
- Conducting a home visit for children on the fifth day of absence, if appropriate
- Working with the local authority attendance team to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices
- Making welfare visits
- Delivering targeted intervention and support to pupils and families
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- In collaboration with the headteacher and/or SENCO, 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 and where pupils with SEND face in-school barriers

*The attendance officer is Jade Boyce and can be contacted via the school office [info@littlecommon.org](mailto:info@littlecommon.org)*

### **3.4 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 promptly, twice daily.

### **3.5 School office staff**

School office staff will:

- Take calls, email or Arbor in-app messages from parents/carers about absence on a day-to-day basis and record it on the school system using the correct code
- Transfer calls from parents/carers to the attendance officer where appropriate, in order to provide them with more detailed support on attendance
- Provide the headteacher, attendance officer and relevant senior leaders with a daily absence report

### **3.6 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 8:30 am on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with a minimum of two emergency contact numbers for their child
- Ensure that 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 Jade Boyce, Family Liaison and Attendance Officer who can be contacted via the school office.
- It is not uncommon for children to experience reluctance to attend school. To effectively address any issues related to regular attendance, it is essential for the school, parents, and the child to work collaboratively. When a child demonstrates reluctance, it is crucial to avoid covering up their absence or yielding to pressures to excuse them from attending. Such actions can inadvertently suggest that attendance is not important, potentially exacerbating the situation.

### **3.7 Pupils**

Pupils are expected to:

- Attend school every day, 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

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 8:55 and ends at 3:15 (EYFS & KS1) or 3:20 (KS2).

Pupils must arrive in school between 8:30 and 8:50 on each school day, ready for registration. The register for the first session will be taken at 8:55am and will be kept open until 9:10am. Children arriving after 8.55am and before 9.10am will be marked as late. Children arriving after 9.10am will be marked as Unauthorised, a 'U' code, until such time as an explanation can be given. The register for the second session will be taken at 12:45 (EYFS), 1:00pm (KS1 and LKS2) or 1:30pm (UKS2).

#### **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 8:30am or as soon as practically possible, by calling the school office, who can be contacted via 01424 842297, emailing [info@littlecommon.org](mailto:info@littlecommon.org) or using the in-app message function in Arbor.

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 five 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. Parents should request leaves of absence for exceptional circumstances via 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**

Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good time-keeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher.

The school is open to pupils from 8:30am. All pupils must be in school by 8:55am when the gates/doors are locked. Pupils who arrive after the doors are locked must sign in via the office. An adult must accompany them and give a valid reason for the lateness. 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

The school attendance officer monitors unauthorised lateness. Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent lateness record, you may be asked to meet with Jade Boyce, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our children and, as a school, we celebrate good class and individual punctuality.

#### **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 also carry out a house call to ascertain that the pupil is safe or contact the police and ask for a Welfare Visit to be made to the home.
- 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 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

#### **4.6 Reporting to parents**

The school will regularly inform parents about their child's attendance and absence levels via the Arbor parent portal. Parents who have signed up for Arbor can access this information at any time. The school will also share information about attendance at parents' evenings twice a year, and in the end of year school report. If attendance falls below 95% or is at risk of falling below 95%, the school will notify parents by email, to flag this as a concern, and offer support to improve, if appropriate.

### **5. Authorised and unauthorised absence**

#### **5.1 Approval for term-time absence**

**There is no entitlement in law for pupils to take time off during the term for holidays, leisure, recreation, or participation in protest activities during school hours.** The Supreme Court has ruled that the definition of

regular school attendance is “in accordance with the rules prescribed by the school.” The School Attendance (Pupil Registration) (England) Regulations 2024 set out the statutory requirements for schools, specifying that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. The school will apply this, irrespective of the child’s overall attendance.

At Little Common School, 'exceptional circumstances' are interpreted as events that are unique and significant in emotional, educational, or spiritual value to the child, which outweigh the loss of teaching time (as determined by the headteacher). These events must be rare, significant, unavoidable, and short, meaning they could not reasonably be scheduled outside of school term time, regardless of who has planned or paid for the holiday or absence (including grandparents or other family or friends).

**Application Process:** Requests for term-time absence (other than medical and dental appointments) must be submitted using the ‘Withdrawal from Learning Application’ form available in the school office. This form should be completed and submitted at least two weeks before the planned absence. The headteacher may require evidence to support any request for leave of absence. Please note that all requests will be unauthorised unless they meet the criteria for ‘exceptional circumstances’.

**Impact on Learning:** Any absence from school disrupts children’s learning. If a leave of absence is authorised, the school will not provide work for the pupil during their absence. Parents are encouraged to read with their children and suggest that they keep a diary while away.

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

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

- Illness (including mental health) and medical/dental appointments.
- Religious observance on days exclusively set apart for this purpose. 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
- Suspension or exclusion from school without alternative provision.

**Other Allowable Absences:** The school may allow pupils to be absent from the school site for certain activities that are not classified as absences, including:

- Attending offsite approved educational activities, sporting events, or trips arranged by the school.
- Attending another school at which the pupil is also registered (dual registration).
- Attending provision arranged by the local authority.
- Unavoidable causes for absence due to emergencies or disruptions.

**Unauthorised Absence:** Examples of unauthorised absence include (but are not limited to):

- keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn;

- unexplained absences;
- arriving at school after the close of registration (marked with a 'U').
- shopping trips and day trips;
- looking after other children, or accompanying parents or siblings to medical appointments.
- their own or family birthdays;
- any other unagreed leave of absence during term time.

## 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**

### **6.1 Support for pupils and their families:**

The school recognises that poor attendance is often an indication of difficulties in a child's life. This may be related to problems at home and or in school. Parents and carers should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help the school identify any additional support that may be required.

The school will implement a range of strategies to support improved attendance.

Strategies used will include:

- Discussions with parents
- Referrals to support agencies
- Pupil voice
- Thrive or mental health practitioner support
- Specific interventions
- Reward systems
- Time limited part time timetables
- Behaviour support

Where parents fail or refuse to engage with the support offered and further unauthorised absence occurs, the school will seek support from the Local Authority Behaviour and Attendance team.

### **6.2 Strategies for promoting and celebrating attendance**

Celebration Assemblies are held every week on Friday. Classes with the highest attendance/punctuality will receive Quackers the duck for a week on a Monday. Weekly attendance is updated in the whole school newsletter to show who is leading on attendance. The school newsletter is used to highlight the importance of good attendance and punctuality. It regularly includes sections reminding parents of our school attendance target.

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

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

Addressing and supporting pupils who are absent due to complex barriers to attendance requires a multifaceted approach that involves collaboration with families, staff, and external agencies. At Little Common School we foster an inclusive school culture that accommodates the diverse needs of pupils, including those with special educational needs and disabilities.

Our first step is to understand individual barriers by meeting with families to discuss the specific barriers they face including the reasons for absences and their needs. We will also seek pupil voice.

We seek to foster positive relationships with pupils and their families to encourage open communication about attendance issues. This includes senior leaders meeting and greeting on the gates daily, all school staff fostering positive relationships with pupils and having positive interactions throughout the day and having a dedicated ELSA trained staff member, Jade Boyce, to be the main point of contact for families in relation to attendance issues, ensuring consistency and support.

Where appropriate we will offer tailored support. This varies according to the needs of the child but may include strategies such as: a key trusted adult to meet at the door daily, use of a specific entrance, a soft start, a motivating activity before entering class, a job or position of responsibility, use of specific rewards, use of Thrive emotional intervention, Thrive lunch club, offer of a safe space within the school where pupils can go if they feel overwhelmed or anxious, a key adult to talk to. The support will be for a fixed time and the effectiveness of the support will be regularly reviewed, and necessary adjustments made.

We will engage with local authorities and external agencies to provide additional support, such as mental health support, health services, or social work. We will signpost to any parenting support or workshops available. Where appropriate, and available, alternative provision may be explored for pupils unable to attend school full-time.

A phased return to school for pupils experiencing anxiety or other barriers may be considered, gradually increasing their attendance.

We will work with families to ensure that pupils with long-term health conditions receive the necessary support and adjustments. Our attendance officer will maintain regular communication with families about their child's progress and any support available to them.

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

At Little Common School, we will create a supportive environment where pupils feel safe and valued and that addresses the needs of pupils with mental or physical health challenges and SEND, ultimately promoting better attendance and engagement in their education. We have an inclusive school culture that values diversity and supports all pupils, particularly those with SEND or health challenges.

This may be implemented through:

- Individual Healthcare Plans in collaboration with parents and healthcare professionals, outlining specific needs and accommodations.
- Personalised support plans for pupils with SEND, which address their unique educational needs and outline support in place.
- Open communication with pupils and their families to discuss attendance, barriers, and support needs. This may be with our attendance officer or SENCO. We will approach discussions about attendance with empathy, ensuring that pupils and parents feel heard and understood.
- In exceptional circumstances, a phased return strategy for pupils experiencing anxiety or health issues may be appropriate, gradually increasing their attendance to reduce pressure.
- Access to mental health support, Thrive emotional support, or bereavement support to help pupils manage their mental health challenges.
- Designated quiet areas or safe spaces within the school where pupils can go if they feel overwhelmed or anxious, including Thrive lunch club.
- Collaboration with external services such as health professionals, to ensure that pupils receive appropriate medical care and support for their conditions.
- Referral to the Single Point of Advice for CAMHS or early help key work referral, if appropriate.
- Teaching awareness about mental health and SEND through PSHE lessons and assemblies, helping to reduce stigma and encourage understanding among pupils and staff.
- Working with families to establish consistent routines that support school attendance, including transportation arrangements and daily schedules.
- Buddy systems where pupils can support each other, helping those with attendance challenges feel more connected and less isolated.

Support and strategies will be regularly monitored to evaluate impact and progress.

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**

Pupils will be supported to transition back into school after a lengthy or unavoidable period of absence using strategies outlined in sections 7.1 and 7.2 as appropriate. They may be offered initial visits to their classroom and to meet their teacher when it is quiet in school, e.g. outside of the usual school day. They may be offered a social story. Pupils may be offered a return to school staggered over a number of days or with a delayed start or early finish, as appropriate to their personal situation. This will be for an agreed, fixed period of time and regularly reviewed.

## **8. Attendance monitoring**

Attendance is monitored daily. Every week the school's attendance officer reviews the data and identifies pupils at risk of persistent absenteeism. If a pupil's attendance falls, the school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level.
- Identify whether or not there are particular groups of children whose absences may be a cause for concern
- The attendance officer will provide all class teachers with attendance data for the term.

- The pupil level data will be used to trigger school action and/or intervention
- The headteacher will report on whole school attendance and attendance for vulnerable groups of pupils three times a year in the Headteacher's Report to Governors. Pupil-level absence 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 compare attendance data to the national average and Academy Trust average and share this with the governing board.

### **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. 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 severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to [class teachers/form tutors], 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)
- Carry out welfare checks if we have not received contact from parents/carers with a reason for absence
- Send a letter alerting parents when pupils attendance is below 90% and explaining the impact on their child's learning and next steps

#### **9. Monitoring arrangements**

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum yearly by the 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: 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
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
<b>Absent – other authorised reasons</b>		
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)

<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 closed	Every pupil absent as the school is 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