

Whitstable & Seasalter Endowed Church of England (Aided) Junior School



Attendance Policy

This policy reflects our schools vision

LET YOUR LIGHT *Shine*
Matthew 5:14-16

Love ★ Joy ★ Goodness ★ Resilience ★ Trust

Reviewed	October 2024
Date of Next Review	October 2026
Headteacher Signature	<i>EM Taylor</i>
Chair of Governors Signature	<i>Deane R Clements</i>

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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

Our attendance target is 100% and we celebrate the success of good attendance in line with our Vision and Values. Good attendance enables all to flourish and let their lights shine.

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 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 Authority – Kent County Council

All pupils

- o Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.

- o Have a School Attendance Support Team (PIAS) that works with all schools in their area to remove area-wide barriers to attendance.

- o Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.

- o Offer opportunities for all schools in the area to share effective practice.

- Pupils at risk of becoming persistently absent

- o Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.

- o Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.

- o If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.

- Persistently absent pupils (10% or more sessions missed)

- o Continue support as for pupils at risk of becoming persistently absent and:

- o Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.
- o Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.
- o Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).
- Severely absent pupils (50% or more sessions missed)
 - o Continued support as for persistently absent pupils and:
 - o All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.
 - o Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.
- Support for cohorts of pupils with lower attendance than their peers
 - o Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.
 - Support for pupils with medical conditions or SEND with poor attendance
 - o Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.
 - o Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.
- Support for pupils with a social worker (VSK - Virtual School Kent)
 - o Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.
 - o Through the work of Virtual School Heads, they should:
 - Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance.
 - Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker.
 - Develop whole system approaches, with social care, to support the attendance of children in need.

- Looked after and previously looked after children
 - o Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.
 - o Appoint an expert Virtual School Head (VSH) who will:
 - Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school whenever they live or are educated.
 - Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance.
 - Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. ■ Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.
- Monitoring
 - o DfE Regions Group monitors local authority efforts as part of regular interaction.
 - o Ofsted may consider the local area partnership’s approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority’s approach to improving attendance for children with a social worker through inspecting local authority children’s services.

3.2 The governing board

- All pupils
 - o Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.
 - o Ensure school leaders fulfil expectations and statutory duties.
 - o Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.
 - o Ensure school staff receive training on attendance.
- Pupils at risk of becoming persistently absent, persistently absent pupils, severely absent pupils, support for cohorts of pupils with lower attendance than their peers, support for pupils with medical conditions or SEND with poor attendance and support for pupils with a social worker
 - o Regularly review attendance data and help school leaders focus support on the pupils who need it.
- Looked after and previously looked after children (LAC and PLAC)
 - o Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked after pupils.

o Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.

- Monitoring

- o Ofsted considers governing bodies' efforts as part of inspections.

3.3 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
- 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
- Contact details: 01227 273630 headteacher@whitstable-endowed.kent.sch.uk

3.4 The designated senior leader responsible for attendance

The designated senior leader (Headteacher) 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
- Contact details: 01227 273630 headteacher@whitstable-endowed.kent.sch.uk

3.5 The attendance officer

The school attendance officer, Rachael Parker, 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
- Contact details: 01227 273630 flo@whitstable-endowed.kent.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 via Bromcom.

Class teachers will share any concerns regarding a pupil's attendance with the Headteacher and FLO.

3.6 School admin/office staff

School admin/office staff will:

- Take calls and handle emails from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the FLO 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 gam on the day of the absence and each subsequent day of absence, and advise when they are expected to return. **This is a significant SAFEGUARDING requirement so that all parties know that your child is safe and their whereabouts known.**
- 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 Rachael Parker, FLO, who can be contacted via flo@whitstable-endowed.kent.sch.uk
- Only request leave of absence in exceptional circumstances and do so in advance.
- Book any medical appointments around the school day where possible.

- Work with the school and local authority to help them understand their child's barriers to attendance.
- Proactively engage with the support offered to prevent the need for more formal support.
 - Persistently absent pupils and severely absent pupils:
 - o Work with the school and local authority to help them understand their child's barriers to attendance.
 - o Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.
 - Support for pupils with medical conditions or SEND with poor attendance and support for pupils with a social worker:
 - o Work with the school and local authority to help them understand their child's barriers to attendance.
 - o Proactively engage with the support offered.
 - Looked after and previously looked after children:
 - o Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.
 - o Proactively engage with the support offered.

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time

Support for all

We will support each individual case in a way we see fit to do. We will be supportive and bespoke as possible in order to find methods and approaches that work for that individual. Access to wider support services will be provided to remove barriers to attendance. If attendance is severe and persistent, support will be offered in conjunction with the local authority.

Children Missing Education

No child should be removed from the school roll without consultation between the Headteacher and the Inclusion and Attendance Service when appropriate. Please see the circumstances below:-

Where a child is missing from education, Local Authority guidance will be followed, by completing a Child Missing Education referral for the following circumstances:-

- If the whereabouts of the child is unknown and the school has failed to locate him/her.
- The family has notified the school that they are leaving the area but no Common Transfer Form (pupil file)

has been requested by another school.

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 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 at 8.55am and will be kept open until 9.15am. The register for the second session will be taken at 1.05pm and will be kept open until 1.10pm.

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 admin/office staff, who can be contacted via 01227 273630 or homecontact@whitstable-endowed.kent.sch.uk

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 5 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 in writing to the headteacher: headteacher@whitstable-endowed.kent.sch.uk.

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 will enter via the school office and report to the admin team. They will be marked accordingly on the register:

- 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

Parents will be contacted by the FLO to discuss or attend a meeting should a pattern of lateness emerge.

Penalty Notice Proceedings for Lateness

10 incidents of late arrival after the registers have closed (Lateness code U) during any possible 100 school sessions leads to a Penalty Notice Warning Letter.

- The Penalty Notice Warning Letter sets out 15 school days during which no unauthorised absence (Lateness Code U) is to be recorded
- If unauthorised absence (Lateness Code U) is recorded during the 15 day period, a Penalty Notice(s) will be issued (one per parent per child)
- Where a Penalty Notice is not paid within 28 days of issue the Local Authority will instigate court proceedings.

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 make a home visit or contact police

- Identify whether the absence is approved or not. If no contact is made, the absence will be recorded as unauthorised until further information is gathered.
- 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 Early Help or Social worker
- 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 for example CME or Request for Support.
- 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 (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels in their end of year report on request.

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:

- Service personnel returning from a tour of duty abroad where it is evidenced the parent will not be in receipt of any leave in the near future that coincides with school holidays.
- Where an absence from school is recommended by a health professional as part of a parent's or child's rehabilitation from a medical or emotional issue.
- The death or terminal illness of a person close to the family.
- To attend a wedding or funeral of a person close to the family dependent on circumstances.

- Any strong personal reasons why a family might need to take a child away from school for a short break.

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

Absence during term time can only be approved in “exceptional circumstances”.

The following reasons are examples of absence that will **not be authorised**:

- Persistent nonspecific illness e.g. poorly/unwell
- Absence of siblings if one child is ill
- Oversleeping
- Inadequate clothing/uniform
- Confusion over school dates
- Medical/dental appointments of more than half a day without very good reasons
- Child’s/family birthday
- Shopping trip
- Family Holidays (with some rare exceptions)

Persistent transport issues

Visiting relatives

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 4 weeks before the absence, and in accordance with any leave of absence request. 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
- 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

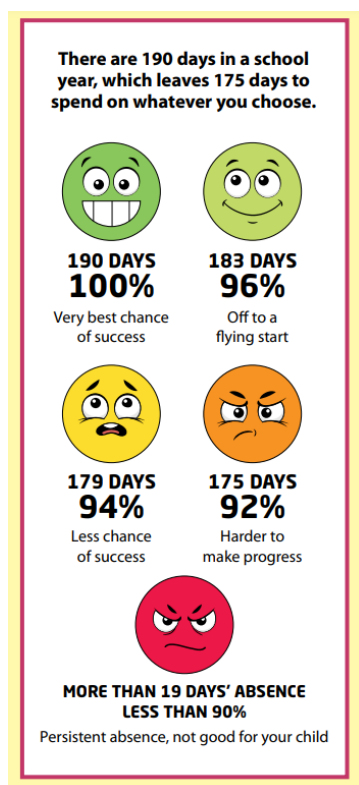
Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Timeline Managing Poor Attendance

For any child's attendance that falls to 95% or below they will be identified and be part of a conversation with the headteacher and attendance officer. Kent Intervention levels will be consulted: [KPAS-intervention-levels](#).

A letter will be sent to parents and improvement is expected over a reasonable amount of time. If a child's attendance falls below 95%, further absences will not be authorised, unless supported by medical evidence.

- Where attendance falls to 95% or below – The School's Attendance Officer will send a letter to notify parents.
- 90 - 95% attendance - school intervention letters/meeting with parents. An Attendance Contract may be drawn up at this point or in any of the following stages.
- Where the level of absence has not improved and there are unauthorised absences, the school will make a referral to the KCC using the Digital Front Door. If it is not clear a referral to the Service is appropriate, the school will consult with the Local Authority School Liaison Officer for advice. ■ For the cases that require intensive family support, the school may make an Early Help Referral.



Penalty notices

The headteacher (or someone authorised by them) can request a fine to be issued, the 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 requests a penalty notice, it will do this by notifying the local authority.

Before requesting 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, in the same 3 year rolling period, 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

[Working together to improve school attendance - August 2024](#), see chapter 6 and 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

The school promotes good attendance through good practice in monitoring attendance and taking action as appropriate. The school regularly shares information with parents about the benefits of attendance and offers support and access to agencies for example Early help or school nursing.

The school celebrates improved or sustained attendance of an individual or class. Discretion and sensitivity is applied with knowledge of the child and circumstances.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

The school works closely with parents to provide support for children who are experiencing difficulties attending school. The school offers a different entrance to the building, 'jobs' to do on arrival, an adult to support the transition into the school day, access to agencies to support families.

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

The school offers a reduced timetable for some children or a later start time to the day which is gradually returned to the normal time. Access to interventions to support anxiety and home visits may be carried out; always with two adults from school. A trusted adult to help the transition to the start of day is another strategy and the school will always work with parents to discuss the best way to support the child with the aim ultimately for the child to be in school at the start of the day. Any adaptation are put in place with regular reviews.

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

The school will support with a gradual return and/or a trusted adult to support this in liaison with parents to consider the best approach for the return to a normal school day as soon as the child is ready.

8. Attendance monitoring

The FLO monitors the attendance register daily and meets with the Headteacher weekly to discuss concerns and decide on action to be taken to support good attendance.

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, via Wonde, 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 to facilitate discussions with pupils and families, and to the governing board and school leaders; including special educational needs co-ordinator, designated safeguarding leads and pupil premium lead
- 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
- Acknowledge improved and sustained attendance
- Share guidance and support on our website, in the newsletter and through conversation and meetings with parents.

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. Attendance contracts may be used in agreement with parents, see further information: [Attendance-contracts-guidance](#).
- Implement sanctions, where necessary (see section 5.2, above)

Other procedures the school has for targeting unauthorised absence – include meetings, letters, and closer monitoring. The school will involve the Local Authority PIAS officer where considered appropriate.

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every 2 years by Ellen Taylor, 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
- Relationships (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
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