

Benthal Primary School Attendance & Punctuality Policy



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Governors for Benthal

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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 \(applies from 19 August 2024\)](#). We aim to achieve this through our whole-school culture and ethos that values good attendance, including:

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

We will also promote and support punctuality in attending lessons.

Attendance and punctuality will be monitored throughout the year. The school's attendance target is 96%.

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 School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- The [Equality Act 2010](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- [Ofsted's 2025 framework toolkit](#)

Roles and responsibilities

The governing board

The governing board is responsible for:

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

The School Attendance Team for Benthall

The team consists of : The Head Teacher- Louise Drew, Assistant Head for Inclusion & Safeguarding- Jill Joseph and Senior Finance & Admin Officer- Abeo Ward.

The Head Teacher

The Head Teacher (part of the School Attendance Team) 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
- Informing the LA to issue a penalty notice, where necessary, and/or authorising the deputy head teacher/assistant head teacher to be able to do so
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, 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/carers through all available channels, including at an in-year admission meeting
- Sharing information from the school register with the local authority, including:
- Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
- Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
- Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

The designated senior leader responsible for attendance

The designated senior leader (part of the 'School Attendance Team') 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/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is **Jill Joseph** and can be contacted via the school office on **0208 9859310** or **jjoseph@benthal.hackney.sch.uk**

The Senior Finance & Admin officer

The senior finance & admin officer (part of the School Attendance Team) is responsible for:

- Monitoring and analysing attendance data
- 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 head teacher
- Working with education welfare officers to tackle persistent absence
- Advising the head teacher/[deputy head teacher/assistant head teacher] (authorised by the head teacher) when to inform the LA to issue fixed-penalty notice.

The attendance officer is **Abeo Ward** and can be contacted via the school office on **0208 9859310** or **award@benthal.hackney.sch.uk**

Class teachers/Staff

Class teachers/Staff are responsible for:

- following this policy and ensuring children also do
- having high expectations on attendance and punctuality when speaking with children and parents
- modeling good attendance and punctuality behaviours
- recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information using the School Information Management System (SIMS)
- using their professional judgment and knowledge of individual children to inform decisions as to whether any welfare concerns should be escalated using our online safeguarding platform My Concerns
- speak either face-to-face or via the telephone with parents/carers regarding their child's attendance if falls to 95%
- Report to SLT attendance and punctuality concerns to SLT using My Concerns

School Office administration staff

School office administration staff will:

- Take calls from parent/carers about absence on a day-to-day basis and record it on the school information management system (SIMs)
- Transfer calls from parent/carers to the School Attendance Team where appropriate, in order to provide them with more detailed support on attendance
- Regularly share the Good Attendance diagram in the newsletter and send directly to parents when authorised to do so by the School Attendance Team (Appendix 2)

Training of staff

The school will recognise that early intervention can prevent poor attendance and/or punctuality. As such, staff will receive training in identifying potentially at-risk children as part of their induction and refresher training.

Teachers and support staff will receive training on this policy as part of their induction. Following this initial training, staff will receive regular and ongoing training as part of their development.

Staff will receive training to ensure they understand that increased absence from school, or poor punctuality, could indicate a safeguarding concern, and know how such concerns should be managed, which includes following the school safeguarding procedures and reporting concerns using the online platform My Concerns.

Parents and Carers

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

- All natural parent/carers, whether they are married or not
- All those who have parent/carers 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)

Parent and carers are responsible for:

- The attendance and punctuality of their children at school.
- Providing accurate and up-to-date contact details, including updating the school if their details change.
- Provide the school with 2 emergency contact numbers for their child. If the child is in the Early Years Foundation Stage, provide more than 2 emergency contact numbers, where possible
- Promoting good attendance and punctuality with their children.
- Not taking their child on holiday during term time
- Call the school to report their child's absence before **8:30am** on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Put in writing the reason for the absence on the first day of the child's return or speak to a member of the School Attendance Team
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance plans /contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting **Abeo Ward** or **Jill Joseph** who can be contacted via the school office on **0208 985 9310**

Pupils

Pupils are expected to:

- Attend school every day and arrive on time for the start of the day.

Children at risk of persistent absence (PA)

The school will ensure it provides support to children at risk of persistent absence (PA), in conjunction with all relevant external authorities, where necessary.

The SLT will:

- Establish a range of evidence-based interventions to address barriers to attendance.
- Monitor the implementation and quality of escalation procedures and seek robust evidence of the escalation procedures that work.
- Attend or lead attendance reviews in line with escalation procedures.
- Establish robust escalation procedures which will be initiated before absence becomes a problem by:
 - Sending letters to parents.
 - Having a weekly review with the class teacher.
 - Engaging with LA attendance officer.
 - Using fixed penalty notices.

- Creating a culture of good attendance

Where a child at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. Children's Social Care services, to support the child in line with the school's duty of care.

Where a child becomes at risk of PA, the school will:

- Welcome children back following any absence and provide catch-up support to build confidence and bridge gaps
- Meet with children and parents to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establish plans to remove barriers and provide additional support.
- Lead regular check-ins to review progress and the impact of support.
- Make regular contact with families to discuss and celebrate progress.
- Consider what support for re-engagement might be needed, including for vulnerable groups.

Recording attendance

Attendance register

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

We will take our attendance register at the start of each morning session of each school day and once during each afternoon 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 a place other than school
- Absent
- Absent – unable to attend due to unavoidable causes

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 **8.55am** and ends at **3:30pm**.

Year 2-6 pupils arrive and use the Rendlesham Road gate entrance to line up for 8.50am. Pick up time is from 3.20pm for those pupils.

For Year 1 and Early Years the school day is 9.00am to 3.30pm, using Benthall Road gate entrance.

This allows parents/carers to drop off and pick up on one side of the school and be on time for the for siblings on the other side of the school.

The Rendlesham Road gate entrance is opened at **8.40am**, **however parents/carers are responsible for the safety of their child and are required to stay and supervise their child until school staff come on duty at 8.50am.**

The register for the first session will be taken by **9:00am** and will be kept open until **9:30am**. The register for the second session will be taken at 1.00pm for Reception and KS1 and 1.45pm for KS2. Nursery (Mulberry and Cherry Class) begin their second session at 12.30pm. The afternoon register will close 30 minutes from the afternoon start time.

The school attendance system will be used to give an accurate and informative view of attendance, reasons for absence and patterns within vulnerable groups, including:

- Children with a social worker
- Looked After Child
- Children who are eligible for FSM
- Children with EAL
- Children with SEND

Arrangements will be made for parents/carers to speak to a Senior Leader if a child's attendance drops to 95%.

If children are persistently absent, they will be referred to the School Attendance Team who will attempt to resolve the situation through a parent agreement. If the situation cannot be resolved and attendance does not improve, the Local Authority attendance officer has the power to issue sanctions such as prosecutions or penalty notices to parents.

Where a child's absence is 50% or below, the Head teacher will report this to the relevant staff members in school (e.g. DSL) as a safeguarding concern. The schools safeguarding procedures will be followed which may include a referral to Children's Social Care.

Absence Procedures

The pupil's parent/carer 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 staff, who can be contacted on **0208 985 9310**.

They will also be required to send a note in on the first day that their child returns to school with a signed explanation of why they were absent. This is required even if the parent has already contacted the school. Alternatively, parents may call into school and report to the school office where arrangements will be made to speak to a member of the School Attendance Team.

Where the absence is longer than 5 days, the school will ask for medical evidence, if we have genuine and reasonable doubt about the authenticity of the illness such as a prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

A telephone call will be made to the parent of any child who has not reported their child's absence on the first day that they do not attend school. If no reason is given or if the reason is insufficient, the absence will be challenged and marked as unauthorised. The attendance officer will review the registers on a weekly basis for persistent absences and concerning trends. If attendance fails to improve, a meeting is offered with the school's attendance team who can provide additional support and set appropriate attendance targets.

The school will always follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system

Arrangements will be made for parents/carers to speak to a Senior Leader if a child's attendance drops to 95%.

Where a child has not returned to school for 10 days after an authorised absence, or is absent from school without authorisation for 20 consecutive school days, the school will remove the child from the admissions register if the school and the LA have failed to establish the whereabouts of the child after making reasonable enquiries. The school would follow the Child Missing in Education procedures.

Attending a medical or dental appointment will be counted as authorised only if the pupil's parent/carer notifies the school in advance of the appointment, **not** on the day of the appointment, with evidence of the appointment.

We encourage parent/carers 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/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence.

Following up unexplained absence

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

- Phone the pupils parent/carer on the morning of the first day of any unexplained absence to ascertain the reason. If the school cannot reach the main contact number, we will call the pupil's emergency contacts. We will continue trying the parent/carer on each day that the absence continues without explanation. If we are unsuccessful a home visit will then be carried out by two members of staff on day 5. If we have reason to be concerned a referral to social services will be made. If the unexplained absence continues a Child Missing in Education referral will be made on day 10 to the Local Authority.

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 at 9.30am the child will be marked as having an unauthorised absence, using the appropriate code. A meeting will be arranged with the School Attendance Team once a fifth unauthorised absence has been recorded due to poor punctuality, in order to discuss the barriers preventing your child from coming to school on time. Please refer to Penalty Notice section.

If a pupil arrives late after lunch:

After the register closes In EYFS and KS1 at 1.30pm and in KS2 at 2.15 the child will be marked as having an unauthorised absence, using the appropriate code.

If punctuality fails to improve, a meeting is offered with the School Attendance Team who can provide additional support and set appropriate attendance targets.

Failure to reach the targets set can result in a referral to the Attendance Officer at the local authority and may result in a fixed penalty notice being issued.

Reporting to parent/carers/Carers

- The school will regularly inform parent/carers about their child's attendance and absence levels e.g. via termly parent/carers meetings, IEP/Annual review meetings and annual school reports.

Term-time absence

The school will require parents to observe the school holidays as prescribed; therefore, the Head Teacher will be unable to authorise holidays during term-time.

You will automatically receive a fixed penalty notice for holidays taken during term time.

The Head Teacher will be only allowed to grant a leave of absence in exceptional circumstances.

The Head Teacher 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](#).

Applications will be made in advance, at least 4 weeks before the absence and the Head Teacher will be satisfied by the evidence which is presented, before authorising term-time leave. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview for employment or for admission to another educational institution
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

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

Any leave of absence is at the discretion of the Head Teacher. Any requests for leave during term-time will be considered on an individual basis and the child's previous attendance record will be taken into account.

Requests for leave will **not** be granted in the following circumstances:

- Immediately before and during assessment periods
- When a child's attendance record shows **any** unauthorised absence

- Where a child's authorised absence record is already **above** 10 percent for any reason

If parents take their child out of school during term-time without authorisation from the Head Teacher, they may be subject to sanctions such as a fixed penalty notice.

Other reasons for authorised absence

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

- Illness (including mental-health illness) and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent/carer(s) belong(s). If necessary, the school will seek advice from the parent/carer's religious body to confirm whether the day is set apart for religious observance
- Parent/carer(s) travelling for occupational purposes – a pupil is a mobile child if their parent/carer is travelling in the course of their trade or business and the pupil is travelling with them. In these circumstances a pupil will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent/carer is in a trade or business that requires them to travel from place to place
- If the pupil has a fixed term suspension or a permanent exclusion from school (and no alternative provision has been made)
- If a parent fails to ensure their child attends alternative provision, such as Primary Referral Unit (PRU) due to a fixed term suspension from the sixth day of the suspension or they have a permanent exclusion, the parent will be referred to the LA Attendance Officer.

Rewarding good attendance & punctuality

We want our pupils to succeed and develop their skills. To do this, pupils need to avoid missing lessons and days of school as much as possible. As a school, we want to reward high attendance and not just penalise pupils for poor attendance.

An attendance cup is awarded to the class with the best weekly attendance during Monday Celebration Assembly. The winning class also has 15 minutes extra playtime on a Friday afternoon.

The attendance display in the assembly hall will be used as a focal point on a Monday to celebrate good attendance in order to develop healthy competition between classes.

100% attendance certificates and related incentives are awarded half termly (even if a child is unwell, they still have something to work towards later in the year). At the end of the school year, pupils with 100% attendance overall receive book tokens and additional recognition. Parents/carers of children that have 100% are also acknowledged with a certificate each term.

The school continues to develop strategies for ensuring children with health needs or home circumstances that result in additional absences are not unfairly excluded from receiving attendance rewards e.g. by setting individualised targets.

Supporting pupils with poor attendance

Our school will make use of the full range of support and 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.

Attendance plan

We use attendance plans as a form of attendance support to share concerns, discuss and agree targets.

An attendance plan is a formal written agreement between a parent/carer and the school to address irregular attendance at school. An attendance plan is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Teamwork between the school and the family is recommended to help support pupils to improve attendance and punctuality.

Where an attendance plan would be an appropriate form of support, the school will arrange a meeting with the parent/carer (and pupil if they are old enough to understand) to discuss how we can work in partnership to improve the pupil's attendance.

Where parents/carers fail to comply with an agreed attendance plan, the school may seek an alternative course of action. In the first instance, this will include discussions with the parent/carers to seek explanations and determine whether the attendance plan remains useful. Where there is further non-compliance following these discussions, the school may take further action such as referral to support services.

Notice to improve

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

A notice 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.

It will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parent/carers 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, or prosecution considered, 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

Penalty notices

The Head Teacher (or a deputy or assistant head teacher, authorised by the Head Teacher), local authority or the police can fine parent/carers for the unauthorised absence of their child from school, where the child is of compulsory school age, by informing the local authority to issue a penalty notice.

Before informing the LA to issue a fixed 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, which includes unauthorised absence due to lateness, 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/carer who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/carer 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/carer must pay £80 within 21 days, or £160 within 28 days, per child.

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

A **third** penalty notice cannot be issued to the same parent/carer 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.

Parents should be aware that, if their child has met the threshold for a penalty notice three times within three years, they may face criminal prosecution under s.444(1) of the Education Act 1996: the penalties that may be imposed include fines of up to £2,500, community orders, or a prison sentence of up to three months.

A penalty notice may also be issued where parent/carers allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a fixed-term suspension or a permanent exclusion (where the school has notified the parent/carers 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/carer must pay £60 within 21 days, or £120.

Monitoring attendance

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

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.

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

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 we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families
- 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 and designated safeguarding 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

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 parent/carers 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

Monitoring arrangements

This policy will be reviewed every year taking into account any legislative changes and/or latest guidance issued from the DFE or the LA.

Any changes made to this policy will be communicated to all stakeholders, via email with a text to alert parents/carers to open their email to check the documents for the changes.

Links with other policies

This policy links to the following policies:

- Child Protection and Safeguarding policy
- Mental Health and Well-Being policy
- Supporting pupils with medical conditions
- EYFS policy

Appendix 1: attendance codes

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

Code	Definition	Scenario
I	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/carer travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent/carer(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: • 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 2: Good Attendance diagram

Attendance Matters					
We have 175 Non-school days a year					
175 days to spend on: family time, visits, holiday, shopping, household and other appointments.					
190 SCHOOL DAYS IN EACH YEAR	10 days absence	19 days absence	29 days absence	38 days absence	47 days absence
	180 DAYS OF EDUCATION	171 DAYS OF EDUCATION	161 DAYS OF EDUCATION	152 DAYS OF EDUCATION	143 DAYS OF EDUCATION
100%	95%	90%	85%	80%	75%
VERY GOOD		CONCERNING		SERIOUS CONCERN	
Best chance of success. Gets your child off to a flying start.		Less chance of success. Will make progress difficult and reduce your child's level of success.		Your child's progress will be severely impacted. Please ensure that your child attends school every day, wherever possible.	
Chance of achieving good or better outcomes 92%		Chance of achieving good or better outcomes 68%		Chance of achieving good or better outcomes 55%	