



# **TEAM Multi-Academy Trust**

## **Attendance Policy**

This Procedure was adopted by the TEAM Multi-Academy Trust  
Board of Trustees on

**Date: 8<sup>th</sup> October 2024**

Signed (on behalf of the Board of Trustees): Paul Ginnings

Signed (Trust Chief Executive Officer (CEO)): Ian Thomas

Reviewed:

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### 1. Aims

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

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

We will also promote and support punctuality in attending lessons.

### 2. Legislation and guidance

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

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

It also refers to:

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

This policy also complies with our trust's funding agreement and articles of association.

### 3. Roles and responsibilities

#### 3.1 The board of trustees/local governing body

The board of trustees/local governing body is responsible for:

- › Setting high expectations of all trust and school/school leaders, staff, pupils and parents
- › Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure all schools in the trust record attendance accurately in the register, and shares the required information with the DfE and local authorities
  - Making sure all schools in the trust work effectively with local partners to help remove barriers to attendance, and keep them informed regarding specific pupils, where appropriate
- › Recognising and promoting the importance of school attendance across the trust's policies and ethos
- › Making sure the schools' 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 trust/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, through termly attendance review meetings with each individual school
- › Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- › Monitoring attendance figures for the whole trust/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, including with teachers from across the trust, 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 trust's/school's legal requirements for keeping registers
  - The trust's/school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- › Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- › Sharing effective practice on attendance management and improvement across the trust and providing regular opportunities for staff from different schools to come together, learn from each other and share resources
- › Holding the Executive Leadership Team and the Heads of School to account for the implementation of this policy
- › Trust board only: Identifying and monitoring attendance patterns across the trust's schools to identify common issues and barriers, and share effective practice between schools.

The Lead Trustee for attendance is Caoimhe Pettingell. Attendance reports are submitted to the full board of trustees on a termly basis. Each Head of School also provides their Local Governing Body with a termly report.

### 3.2 The Head of School

The head of school is responsible for:

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

### 3.3 The trust attendance leads

The trust attendance leads are responsible for:

- Driving attendance improvement across the trust
- Working more intensively with schools who require support to improve attendance
- Acting as a central contact point for schools with attendance queries
- Liaising with the DfE's regional teams for advice about wider support programmes

The trust attendance leads are

- Director of Education                      Dan Polak
- Director of Inclusion                         Beth Carter

The trust attendance leads can be contacted via the Central Office telephone number which is 01271 500300.

### 3.4 The designated senior leaders responsible for attendance

The designated senior leaders are 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
  - Working with education welfare officers to tackle persistent absence

The designated senior leaders responsible for attendance in each school are

- |  |                 |
|--|-----------------|
| ➤ Beaford Community Primary and Nursery School | George Myers    |
| ➤ Brayford Academy                             | Sara Leggott    |
| ➤ High Bickington Academy                      | Rob Norton      |
| ➤ Horwood and Newton Tracey Primary School     | Janine Cook     |
| ➤ Pilton Bluecoat Academy                      | Mat Harts       |
| ➤ Pilton Infants'                              | John Mortimer   |
| ➤ Umberleigh Academy                           | Corrinne Smith  |
| ➤ Witheridge Academy                           | Lucy Ratcliffe. |

The designated senior leaders can be contacted via their school telephone numbers.

### 3.5 The school attendance officers

The school attendance officer at each school 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.
- Advising the Head of School when to issue fixed-penalty notices.

The attendance officers are:

- |  |                 |
|--|-----------------|
| ➤ Beaford Community Primary and Nursery School | Emily Simons    |
| ➤ Brayford Academy                             | Sally Lawson    |
| ➤ High Bickington Academy                      | Verity Goss     |
| ➤ Horwood and Newton Tracey Primary School     | Carla Humphries |
| ➤ Pilton Bluecoat Academy                      | Helen Smith     |
| ➤ Pilton Infants'                              | Vicki Clark     |
| ➤ Umberleigh Academy                           | Sharon Jones    |
| ➤ Witheridge Academy                           | Kelly Eastman   |

The attendance officers can be contacted via their school telephone numbers or main school email account.

### 3.6 Class teachers

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

### 3.7 School admin staff

School admin staff will:

- Take calls 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 Head of School/Pastoral team where appropriate, in order to provide them with more detailed support on attendance

### 3.8 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 the times listed below on the day of the absence (and each subsequent day of absence), and advise when they are expected to return.
- *Beaford Academy Registration begins at 9 a.m. Pupils who arrive after this time but within the registration period will be marked as late. The registration period ends at 9.20 a.m. A register is also taken at the start of the afternoon session. Registration opens at 1.30 p.m. and closes at 1.40 pm*
- *Brayford Academy Registration begins at 9 a.m. Pupils who arrive after this time but within the registration period will be marked as late. The registration period ends at 9.20 a.m. A register is also taken at the start of the afternoon session. Registration opens at 1.10 p.m. and closes at 1.20 p.m.*
- *High Bickington C of E Academy Registration begins at 9 a.m. (FSU 9.15 a.m.) Pupils who arrive after this time but within the registration period will be marked as late. The registration period ends at 9.20 am. (FSU 9.30 a.m.) A register is also taken at the start of the afternoon session. Registration opens at 1.30 pm and closes at 1.40 p.m. (FSU 1:15 p.m. closing at 1.30 p.m.)*
- *Horwood and Newton Tracey Registration begins at 9 am. Pupils who arrive after this time but within the registration period will be marked as late. The registration period ends at 9.10 am. A register is also taken at the start of the afternoon session. Registration opens at 1.15 pm and closes at 1.25 p.m.*
- 
- *Pilton Bluecoat C of E Academy Registration begins at 8.45 am. Pupils who arrive after this time but within the registration period will be marked as late. The registration period ends at 9.00 am. A register is also taken at the start of the afternoon session. Registration opens at 1.25 pm and closes at 1.30 p.m.*
- *Pilton Infants' Registration begins at 8:55 am. Pupils who arrive after this time but within the registration period will be marked as late. The registration period ends at 9.05 am. A register is also taken at the start of the afternoon session. Registration opens at 1.20 pm and closes at 1.30 p.m.*
- *Umberleigh Academy Registration begins at 9 am. Pupils who arrive after this time but within the registration period will be marked as late. The registration period ends at 9.20 am. A register is also taken at the start of the afternoon session. Registration opens at 1.30 pm and closes at 1.40 p.m.*
- *Wetheridge C of E Academy Registration begins at 9 am. Pupils who arrive after this time but within the registration period will be marked as late. The registration period ends at 9.20 am. A register is also taken at the start of the afternoon session. Registration opens at 1.30 pm and closes at 1.40 p.m.*
- 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 the Head of School or pastoral team.

### 3.9 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

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.

### 4.2 Unplanned absence

Parents must notify their child's school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by 9:20am or as soon as practically possible

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

Where the absence is longer than e.g. 5 days or there are doubts about the authenticity of the illness, the trust/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 trust 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/carer notifies the school in advance of the appointment.

However, we encourage parents/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. Go to section 5 to find out which term-time absences the school can authorise.

All requests for leaves of absence should be made in writing using the Absence Request form which can be obtained from each school office or downloaded from the school website.

## 4.4 Lateness and punctuality

A pupil who arrives late:

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

Pupils who arrive after the registration period has ended should go straight to the school office to sign in and give a reason for their lateness. Any unjustifiable reason for absence will be marked as unauthorised. It is vital that pupils sign in at the office to ensure that appropriate health and safety regulations are followed and that all pupils are accounted for. Persistent lateness may result in disciplinary action

## 4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the trust 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 trust may e.g. contact police.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the trust will consider involving an Education Welfare Officer
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

## 4.6 Reporting to parents

Our trust is committed to keeping parents informed about their child's attendance and absence levels throughout the academic year. We believe that regular communication between the school and parents is key to supporting student attendance.

- **End of Year Report:** Each year, parents will receive a comprehensive end-of-year report that includes detailed information about their child's attendance record for the entire academic year. This report will provide a summary of total absences, including both authorised and unauthorised absences, as well as an overview of the child's overall attendance percentage.
- **Parents' Evenings:** In addition to the end-of-year report, we also hold parents' evenings in the Autumn and Spring terms. During these meetings, teachers will discuss the child's attendance as part of a broader conversation about academic progress and wellbeing. This provides an opportunity for parents to address any concerns about attendance and to work collaboratively with the school to support consistent attendance moving forward

# 5. Authorised and unauthorised absence

## 5.1 Approval for term-time absence

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

The Head of School 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 Head of schools discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as situations that are rare, significant, unavoidable, and could not reasonably be scheduled outside of school term time.

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

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least two to four weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The Head of School 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 trust may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

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

The school is unable to authorise any holiday during the SATs testing period in May, for Y2 or Y6, or the phonics screening test week in June for Y1 and some Y2 pupils under any circumstances. Dates for these testing periods are available at the beginning of each academic year from the school office.

Requests for absence may be considered by the Head of School where a child's attendance is at 90% or above. Where attendance is below 90%, absences cannot be authorised.

## 5.2 Sanctions

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

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

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

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

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

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

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

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

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

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

### Notices to improve

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

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

They will include:

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

## 6. Strategies for promoting attendance

At the end of the academic year, individual certificates are awarded to pupils who achieve 100% attendance. We approach this recognition with sensitivity, understanding that some pupils may have been absent due to circumstances beyond their control, such as family bereavement.

While we keep the presentation of these certificates modest to ensure inclusivity, we do celebrate and acknowledge exceptional commitment to school attendance. In rare instances where a pupil has maintained 100% attendance throughout their entire time at the school, this achievement may be honoured with a small, thoughtful gift as a token of appreciation.

In addition to individual recognition, the Heads of School provide a class or year group breakdown of attendance in the weekly newsletter to parents. This regular update not only helps to promote good attendance but also recognises and celebrates those classes or year groups that are doing particularly well. By highlighting these successes, we aim to foster a positive culture around attendance across the school community.

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

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

Our school recognises that some pupils may face complex barriers to regular attendance, including issues related to family circumstances, socio-economic challenges, or other external factors. To support these pupils:

- **Family Engagement:** We work closely with families to understand the root causes of attendance issues. Regular communication, home visits, and meetings with parents are arranged to identify barriers and develop personalised action plans.
- **In-School Support:** Strategies such as flexible timetabling, mentoring, or adjustments in the school day are implemented to help pupils overcome barriers. The Head of School, in collaboration with the Director of Inclusion and Education Welfare Officer (EWO), monitors these pupils' attendance closely and reviews progress on a half-termly basis.
- **External Referrals:** When necessary, we involve external agencies, such as social services or mental health professionals, to provide additional support. Our aim is to create a supportive environment that encourages pupils to attend school regularly.

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

We understand that pupils with mental or physical health issues, as well as those with Special Educational Needs and Disabilities (SEND), may experience challenges that affect their attendance. Our approach includes:

- **Collaboration with Families:** We maintain open communication with parents to monitor the health and well-being of their child. This includes discussing any necessary adjustments to the pupil's school routine or environment to support their attendance.
- **Tailored Support Plans:** For pupils with an Education, Health, and Care (EHC) plan, we work closely with the local authority to ensure that their needs are being met. This may involve modifying the school day, providing additional resources, or offering alternative learning arrangements such as home tuition during periods of ill health.
- **Regular Reviews:** The Head of School, in consultation with the Director of Inclusion, SENDCo and other relevant staff, regularly reviews the attendance of pupils with SEND or health concerns. This ensures that any necessary interventions are implemented promptly, and that the pupil receives appropriate support to maintain their attendance.

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

Returning to school after a lengthy absence can be challenging for pupils. Our school takes the following steps to facilitate a smooth transition:

- **Reintegration Meetings:** Before a pupil returns to school, a reintegration meeting is held with the pupil, their parents, and key school staff. This meeting is used to discuss any concerns, review the pupil's needs, and plan for their return to school.
- **Phased Return:** Where appropriate, a phased return may be arranged to gradually reintroduce the pupil to school routines. This approach is particularly useful for pupils recovering from illness or those who have experienced significant emotional distress.
- **Ongoing Monitoring and Support:** Once the pupil has returned to school, their attendance and well-being are closely monitored by their class teacher, the Head of School, and the EWO. Regular check-ins are conducted to ensure that the pupil is adjusting well, and any issues that arise are addressed promptly.
- **Peer Support:** We may also encourage peer support, where a friend or buddy system is set up to help the returning pupil feel more comfortable and connected with their classmates.

## 8. Attendance monitoring

The Head of School monitors pupil absence on a half termly basis, alongside the EWO

Parents are expected to call their child's school in the morning if their child is going to be absent due to ill health (see section 3.2).

If a pupil's absence goes above 2 days we will contact the parents to discuss the reasons for this.

If after contacting parents a pupil's absence continue to rise, we will consider involving an education welfare officer.

The persistent absence threshold is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil will be classified as a persistent absentee. At this point, the EWO becomes involved and a letter is sent to parents informing them that attendance has dropped below 90%.

Pupil-level absence data is collected in October and published at national and local authority level through the DfE's trust absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. We compare our attendance data to the national average, and share this with governors.

Attendance data is stored on Arbor and can be readily accessed by the admin team when necessary.

### 8.1 Monitoring attendance

The trust 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.

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 trust will benchmark its attendance data at whole trust, 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 trust/school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- 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
- Identify attendance patterns across the trust to identify common issues and barriers and share effective practice between schools

## 8.3 Using data to improve attendance

The [trust/school] will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators and designated safeguarding 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 trust's strategy for improving attendance.

The trust 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)

## **9. Monitoring arrangements**

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every two years. At every review, the policy will be approved by the full board of trustees and local governing body.

## **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

<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
<b>Y1</b>	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly 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> </ul>



		<ul style="list-style-type: none"> <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