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Bradley Green Primary Academy

Attendance Policy

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Version History

Approved by:	Trustees
Last reviewed:	July 2026
Next review due by:	July 2027

Date	Author	Version	Comment
October 2019		1	Approved by Trustees
September 2022	RC	2	To reflect change to 'Working Together to Improve School Attendance' September 2022
August 2024	RC	3	New statutory guidance in 'Working Together to Improve School Attendance' from 19th Auguust 2024.
July 2025	RC	4	Added further guidance around: - Page 8 - holiday requests due to employer restraints - Page 9 - Wedding / funeral guidance exceptional circumstances. - Added link to EYFS statutory guidance.

July 2026	RC	4	Added KCSIE 2026 Added WTTISA July 2026

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: July 2026 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: July 2026 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 EducationAct2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- https://www.legislation.gov.uk/uksi/2006/1751/contentsThe Education (Penalty Notices) (England) (Amendment) Regulations 2013

- https://www.legislation.gov.uk/uksi/2013/757/regulation/2/made
- Keeping children safe in education 2026 (comes into force from 1 September 2026)
- EYFS statutory framework for group and school-based providers

It also refers to:

- School census guidance
- Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

3.1 The Academy Improvement Committee

The Academy Improvement Committee is responsible for:

- Setting high expectations of all academy leaders, staff, pupils and parents
- Making sure academy leaders fulfil expectations and statutory duties, 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 academy attendance across the academy's policies and ethos
- Making sure the academy'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 headteacher to account for the implementation of this policy

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- 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
- Lead a culture of safeguarding across the school that ensures attendance is everyone's responsibility and all children across all key stages including Early Years Foundation Stage are monitored in line with robust attendance and safeguarding procedures.
- Follow academy safeguarding procedures and liaise with the Designated Safeguarding Lead as required to assess if a referral to the local children's services department or a police welfare check is required.

3.3 The designated senior leader responsible for attendance

The designated senior leader for attendance 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
- The designated senior leader responsible for attendance is Mrs Vicky Cameron and can be contacted via

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Follow academy safeguarding procedures and liaise with the Designated Safeguarding Lead as required.
- 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 (authorised by the headteacher) when to issue fixed-penalty notices

- The attendance officer is Mrs Kim Wood and can be contacted via the school office.

3.5 Class Teacher

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 by 9.15am and 1.15pm.
- Follow academy safeguarding procedures and liaise with the Designated Safeguarding Lead as required.
- Class teachers across all key stages, including Early Years Foundation Stage, must monitor attendance and raise concerns to their attendance lead and/or designated safeguarding lead if they have a child who has a prolonged absence, is absent without notification or have any welfare of safeguarding concerns.

3.6 School Admin Staff

School admin staff will:

- Take calls from parents and carers about absence on a day-to-day basis and record it on the school system
- Follow academy safeguarding procedures and liaise with the Designated Safeguarding Lead as required.

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 8.45am on the day of the absence and each subsequent day of absence.
- 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
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting Mrs Wood or Mrs Cameron via the school office

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time
- Follow school rules

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 8.30am and ends at 3.15pm.

Pupils must arrive in school by 8.55am on each school day.

The register for the first session will be taken at 8.55am and will be kept open until 9.25am. The register for the second session will be taken at 1.00pm

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8.45, or as soon as practically possible, by calling the school office staff, who can be contacted via 0161 3682166 or admin@bradleygreen.org.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.

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

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

4.4 Lateness and punctuality

A pupil who arrives late:

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

Children who arrive after 8.55am but before 9.25am will be recorded as L in the register. If a child arrives after 9.25am it is recorded as U in the regfister, which is an unauthorised absence.

4.5 Following up unexplained absence

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may conduct a home visit and share concerns with other agencies such as the police and the local children's services department
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent

- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with, a notice to improve, penalty notice or other legal intervention may be actioned

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 half termly.

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
- 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.

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 understands that some employment organisations may have specific periods in which leave is prohibited for their employees. If a request of leave for a family holiday is made due to parental employment constraints (supported by written confirmation), the trust will be notified and make the decision of whether the leave of absence request is to be granted. The school and trust reserve the right to contact the employer for validation.

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 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. 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
- A funeral or wedding of a close family member (one authorised day – a day either side for travel purposes will be considered in exceptional circumstances)
- 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.

Penalty notices

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

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

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

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

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 Bradley Green Primary Academy, we use an Inclusive Attendance Multi-Tiered System of Support (MTSS) to ensure every child receives the right support at the right time.

Our graduated approach recognises that while most children benefit from universal support through high-quality inclusive practice, some children and

families require additional targeted or specialist support to overcome barriers to attendance.

The MTSS framework enables us to:

> identify attendance concerns early through effective use of attendance data;
>
> understand the individual barriers affecting attendance;
>
> provide timely and proportionate interventions;
>
> work collaboratively with children, families and partner agencies; and
>
> regularly review the impact of support to secure positive outcomes.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

Bradley Green Primary Academy recognises that some pupils may experience complex and overlapping barriers to attendance, including SEND, anxiety or emotional wellbeing, medical needs, sensory or communication difficulties, family circumstances, safeguarding concerns, difficulties with relationships or transitions, and previous negative experiences of school.

Our approach is supportive, individualised and focused on removing barriers, while maintaining high expectations for attendance. We will seek to understand the reasons for absence rather than treating absence as an isolated issue. This reflects current Department for Education guidance, which expects schools to build strong relationships with families, listen to and understand barriers and work jointly with families to overcome them. [assets.pub...ice.gov.uk], [educationh...log.gov.uk]

Where complex barriers are identified, the school will:

- Listen to the pupil and family to understand the factors affecting attendance and identify what would help the pupil attend regularly and feel safe, supported and successful in school.
- Identify in-school barriers such as anxiety around arrival, transitions, particular learning situations, sensory needs, peer relationships, communication difficulties or unmet SEND needs.
- Agree a personalised plan with the pupil and family, setting out barriers, agreed actions, responsible adults and review arrangements.
- Use appropriate reasonable adjustments and targeted support, which may include a trusted adult or safe adult, adapted arrival and transition arrangements, visual timetables, now/next support, regulation strategies, sensory or movement breaks, calm spaces and planned support at less structured times.

- Draw upon Bradley Green's existing pastoral, SEND and regulation approaches to increase the pupil's sense of belonging and successful engagement with school.
- Work collaboratively with relevant professionals and services, including SEND, Early Help, health, social care and the local authority, where additional or coordinated support is required.
- Review the impact of support regularly with the pupil and family, adapting strategies when they are not successfully removing the identified barrier.
- Consider safeguarding throughout and respond in accordance with the school's safeguarding procedures where absence creates or indicates a safeguarding concern.

- Where absence becomes persistent or severe, support will become increasingly individualised and coordinated, with regular review meetings and involvement from the local authority or other appropriate services. Persistent absence is defined within the school's existing policy as missing 10% or more of possible sessions, with severe absence at 50% or more.
- The school will maintain clear records of the barriers identified, support offered, actions agreed, adjustments made and their impact. Where appropriate support has been offered but attendance does not improve, or where support is not engaged with or is not appropriate, the school will consider further attendance intervention in accordance with this policy and statutory guidance. The emphasis will remain on support first and removing barriers wherever reasonably possible, alongside parents' legal responsibilities for ensuring regular attendance

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

Bradley Green Primary Academy recognises that some pupils may experience difficulties attending school because of mental or physical ill health, special educational needs and/or disabilities (SEND). We will work collaboratively with pupils, parents/carers and relevant professionals to understand the individual barriers affecting attendance and identify appropriate support.

Where health or SEND needs affect attendance, the school will:

- Listen to the pupil and family to understand how the pupil's needs are affecting attendance, engagement and access to education.
- Work closely with parents/carers, the SENCO and, where appropriate, health, SEND, Early Help, social care and local authority professionals to coordinate support.
- Consider and implement appropriate reasonable adjustments, based on the pupil's individual needs and the barriers identified.
- Use the assess, plan, do, review approach where appropriate and regularly review whether agreed adjustments are improving the pupil's attendance and access to learning. This is consistent with the academy's existing accessibility arrangements.
- Consider adjustments such as a trusted adult, supported arrival, visual timetable, preparation for transitions or changes, calm or low-arousal spaces, sensory or movement breaks, adapted learning arrangements and planned re-entry support where these address an identified barrier. These strategies are already included within the academy's accessibility approach.

- Develop an individual attendance/support plan where needs are more complex, clearly identifying barriers, agreed strategies, responsibilities, intended outcomes and review dates.
- Ensure that any support maintains high expectations for the pupil's education and inclusion, while recognising that individual pupils may require different approaches to enable them to access school successfully.
- Maintain appropriate contact with families during periods of absence and support pupils to remain connected with school and their learning where possible.
- Plan carefully for the pupil's return or reintegration, particularly following a prolonged absence or where anxiety, medical needs or SEND make returning to school challenging.

- The school will not automatically treat absence related to mental health, physical health or SEND as a behavioural or compliance issue. Attendance concerns will be considered alongside the pupil's individual circumstances, safeguarding needs and the school's duties to make reasonable adjustments.
- Attendance support will be personalised, proportionate and regularly reviewed. Adjustments will be adapted where they are not successfully reducing the identified barriers to attendance. This reflects Bradley Green's existing commitment to personalised support plans, reasonable adjustments and targeted interventions for pupils with SEND.
- 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 relate to the pupil's identified needs, the school will inform the local authority and work with relevant professionals to consider what additional provision, review or support may be required.
- Safeguarding procedures will continue to apply to pupils absent because of health or SEND needs, and the school will respond promptly where an absence raises concerns about a pupil's welfare.

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

Following a lengthy or unavoidable period of absence, Bradley Green Primary Academy will work closely with the pupil and their family to plan a supportive and successful return to school. Where appropriate, an individual reintegration plan will identify any barriers to returning and agree reasonable adjustments, such as a trusted adult, supported arrival, adapted transitions, regulation support or a carefully planned phased return. Support will be reviewed regularly, with the aim of rebuilding confidence, re-establishing routines and increasing attendance towards full-time education as quickly as is appropriate for the individual pupil.

8. Attendance monitoring

Bradley Green Primary Academy monitors attendance, absence and punctuality data routinely and systematically at individual pupil, class, year-group and whole-school level. Attendance information is reviewed regularly by school leaders to identify patterns and emerging concerns, including persistent and severe absence, repeated lateness, unauthorised absence and changes in individual pupils' attendance. Data is also considered for key pupil groups, including pupils with SEND, disadvantaged pupils and those with additional vulnerabilities. Where concerns are identified, the school

investigates the underlying reasons, works with pupils and families to agree appropriate support and monitors the impact of actions taken. Attendance and punctuality trends are reported to senior leaders and governors so that patterns, inequalities and the effectiveness of interventions can be evaluated and appropriate action taken promptly.

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 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 Academy Improvement Committee.

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-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Rachel Cooper, Vulnerable Pupils Lead. At every review, the policy will be approved by trustees.

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
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: • 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