Shawclough Primary School
Attendance Policy

Be ready, be responsible, be respectful.
Being Our Best.
Every Child, Every Day.

Approved by:	Governing Board	**Date:** Autumn 2026/27
Last reviewed on:	Autumn 2026/27	
Next review due by:	Autumn 2028/29	

Contents

1. Aims 2
2. Legislation and guidance 2
3. Roles and responsibilities 3
4. Recording attendance 7
5. Authorised absence 9
6. Strategies for promoting attendance 11
7. Supporting pupils with poor attendance 12
8. Supporting pupils who are absent or returning to school 14
9. Attendance monitoring 16
10. Monitoring arrangements 18
11. Links with other policies 18

1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the statutory guidance on Working together to improve school attendance from the Department for Education (DfE). We aim to achieve this through our whole-school culture and ethos that values good attendance, which includes:

- Setting high expectations for the attendance and punctuality of all pupils
- Developing and maintaining a whole school culture that promotes the benefits of high 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 understand and remove barriers to attendance
- Ensuring our school is a calm, orderly, safe and supportive environment

We will also promote and support punctuality in at the start of the school day.

2. Legislation and guidance

This policy is based on the DfE's statutory guidance on Working together to improve school attendance, Children missing education: statutory guidance for local authorities and schools, 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 (KCSIE) 2026
- Mental health issues affecting a pupil's attendance: guidance for schools
- Ofsted's 2026 State-funded Schools Inspection Toolkit

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Ensuring this policy meets the expectations outlined in the DfE's statutory guidance, and is published and publicised regularly so that it is easily accessible to pupils, parents/carers and staff
- Actively supporting and prioritising attendance improvement, and working together with school leaders to establish a whole school attendance culture
- 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 (LA)
  - 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
- Recognising that improving a pupil's attendance is part of improving the pupil's overall welfare. This can be achieved by prioritising attendance in strategies around attainment, behaviour, bullying, special educational needs (SEN) support, supporting pupils with medical needs or disabilities, safeguarding, wellbeing and support for disadvantaged pupils
- 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, including ensuring the school engages and works effectively with the LA school attendance support team and wider local partners and services
- Making sure high aspirations are maintained for all pupils, but that processes and support are adapted to the individual needs of particular pupils including:
  - Those with long-term illnesses, or special educational needs and/or disabilities (SEND)
  - Pupils with a social worker
  - Pupils who are young carers
  - Pupils from cohorts with historically lower attendance (e.g. those eligible for free school meals)
- Regularly reviewing, discussing and challenging attendance data and trends, and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Repeatedly evaluating the effectiveness of the school's processes and improvement efforts to ensure they are meeting the needs of pupils as experiences and barriers to attendance evolve

- Regularly reviewing attendance data at governing body meetings including a thorough examination of recent and historic trends at a school level, as well as benchmarking to comparator schools within the local authority area, region and nationwide
- Paying particular attention to attendance of pupil cohorts within the school that have historically had poor attendance or that face entrenched barriers to attendance based on the school's specific context
- Working with school leaders to set goals or areas of focus for attendance, and providing support and challenge around delivering against those focus areas
- 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, which is evaluated and reviewed regularly
- Making sure training on attendance is included in the school's continued professional development offer for all staff so that, as a minimum, all staff understand:
  - The importance of good attendance and that absence is almost always a symptom of wider circumstances
  - The law and requirements of the school, including on the keeping of registers
  - The school's strategies and procedures for tracking, following up and improving attendance
  - The processes for working with other partners to provide more intensive support to pupils who need it
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including administrative, pastoral or family support staff and senior leaders. This will also include:
  - The skills needed to interpret and analyse attendance data
  - Any additional training that would be beneficial to support pupils and pupil cohorts overcome commonly seen barriers to attendance
- Making sure, as part of staff induction, that staff are aware of the school's safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- Make sure that appropriate safeguarding arrangements are in place to respond to children absent from education, repeated absence and prolonged absence
- Holding the headteacher to account for the implementation of this policy
- The link governor for attendance and behaviour is: Khurram Ahmad.

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 penalty notices, where necessary, and/or authorising the Deputy and Assistant Headteachers 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, 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/carers through all available channels
- 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

3.3 The designated senior leader responsible for attendance

The designated senior leader 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, including to explain the consequences of persistent and severe absence, and the potential need for legal intervention in the future where engagement in support is proving challenging
- 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 for attendance will participate in regular 'targeting support meetings' with the local authority school attendance support team to review data, discuss and agree multi-agency action plans for persistently and severely absent pupils.

The designated senior leader responsible for attendance is Joseph Doyle and can be contacted via 01706 647911 or by emailing office@shawclough.rochdale.sch.uk.

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 9)
- 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 senior leadership team when to issue fixed-penalty notices

The attendance officer is Trish Matthews and can be contacted via 01706 647911 or by emailing office@shawclough.rochdale.sch.uk.

3.5 Class teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office by 8:55am and 1:10 / 1:25pm of each day.

3.6 School office staff

School office staff will:

- Take calls from parents/carers (but not pupils) about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the senior leadership team and / or Children's Welfare Office where appropriate, in order to provide them with more detailed support on attendance

3.7 Parents

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

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time – school starts at 8:45am
- Contact the school to report their child's absence and explain the reason for the absence before 8:45am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with at least 2 emergency contact numbers for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Work together with the school to achieve good attendance (>96%), including attending meetings with the school to discuss attendance and engagement at school
- 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 Joseph Doyle (Attendance Lead), Trish Matthews (Attendance Officer) or Bev Sharp (Children's Welfare Officer) who can be contacted via 01706 647911 or by emailing office@shawclough.rochdale.sch.uk.

3.8 Pupils

Pupils are expected to:

- BE READY: Attend school every day, on time

4. Recording attendance

4.1 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, usually at the start. The attendance register will be taken at the same time for all pupils and kept open for a maximum of 30 minutes. 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 at the school
- Attending a place other than school
- Absent – leave of absence
- Absent – other authorised reasons
- Absent – unable to attend school because of unavoidable cause
- Absent – unauthorised absence

The attendance register is a record of the pupil's presence at the time it was taken. It will only routinely be amended if the reason for absence isn't known at the time it is taken, and it is subsequently necessary to correct the entry. 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 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 8:45am and ends at 3:15pm.

The register for the morning will be opened by class teachers at 8:45am and close at 8:55am, after which the pupil will be recorded as absent.

The register for the afternoon will be opened by class teachers at 1:00pm (Reception & Key Stage 1) and 1:15pm (Key Stage 2), and close 10 minutes after these times, after which the pupil will be recorded as absent.

For pupils attending alternative provision (AP), the school will verify attendance daily with the provider and review placement safety and attendance at least half-termly.

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 8:45am, or as soon as practically possible, by contacting the school, who can be contacted via via 01706 647911 or by emailing office@shawclough.rochdale.sch.uk.

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

Where 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.

For some pupils, where they are categorised as persistent absentees (attendance below 90%) we will ask for medical evidence / proof of appointments to authorise the absence.

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.

Where possible, the pupil should:

- Be out of school for the minimum amount of time necessary, and attend school before/after their appointment
- Wear school uniform to their appointment, to make it easier to return to school afterwards

However, we encourage parents to make medical and dental appointments out of school hours where possible.

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

4.4 Lateness and punctuality

A pupil who arrives late:

- After 8:55 be marked as late, using the appropriate code (L)
- After 9:15 am will be marked as absent, using the appropriate code (U). This is 30 minutes after the start of the school day.

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 carry out a home visit, contact neighbours or family, contact the police and / or children's social care for advice.
- 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
- On, or after, the third day of any absence, we will make a decision about whether to conduct a home visit to see if further support can be provided. This is part of our safeguarding responsibilities.
- Where relevant, report the unexplained absence to the pupil's social worker and/or 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
- Where support is not appropriate, not successful, or not engaged with we may, in conjunction with the LA and EWO issue a notice to improve, penalty notice or other legal intervention (see section 7 below)
- Repeated, prolonged or patterns (certain days / times) of unexplained absence will be treated as a potential safeguarding issue. The school may work with the EWO and LA to investigate any concerns.

The school recognises that children missing education are at significant risk of underachievement, abuse, neglect, child sexual exploitation (CSE), child criminal exploitation (CCE) and other safeguarding concerns. The school will:

- Take all reasonable steps to identify pupils at risk of becoming children missing education
- Investigate unexplained absence
- Undertake appropriate welfare enquiries
- Work with the local authority and other agencies
- Comply with statutory pupil registration requirements
- Ensure that no pupil is removed from the school roll unless the lawful grounds for deletion are met and all required notifications have been made

4.6 Reporting to parents

The school will regularly inform parents and carers (see the definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels. This will be done as a minimum once a term: autumn and spring at the parents' evenings and summer in the end of year report. We will report to parents in term of days and sessions missed to help parents understand how much learning time is lost when children are regularly off school.

5. Authorised absence

5.1 Approval for term-time absence

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 (paid or unpaid) abroad
- Attending an interview for employment or for admission to another educational institution
- Study leave for a public examination
- 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.

In very exceptional circumstances, and if it is in the pupil's best interests, a temporary part-time timetable may be arranged. For example, if a medical condition prevents a pupil from attending school or another setting full-time.

Any part-time timetable in use will be short term and have a defined end point. Plans for supporting a pupil's return to full-time education will be clear and appropriate.

Part-time timetables will not be used to manage a pupil's behaviour.

We define 'exceptional circumstances' as 'circumstances that could not be reasonably foreseen and for which there was insufficient time to take the necessary action to resolve the situation arising from those circumstances'. This is in line with the dictionary definition of 'exceptional circumstances'.

Under no circumstances will term-time holiday or travel be granted as an authorised absence:

- **We understand that members of the school community may have family members or close friends abroad and wish to see or celebrate life events with them. However, no term-time holidays or travel will be authorised by the school.**
- **We also understand that members of the school community may have special educational needs and find travelling during term time preferable. However, no term-time holidays or travel will be authorised by the school.**

Below are further examples of reasons for absences that will not be authorised:

- Days and holidays
- Children who arrive late after registers have closed
- Absences not explained
- Looking after younger siblings
- Celebrating birthdays
- Shopping
- Visiting relatives – in the UK or abroad
- Trips to the airport
- Taking part in protest activity during school hours.

Any request should be submitted as soon as it is anticipated before the absence.

It is the school's policy, in line with local authority and government guidance that leave in term time will not be authorised. A term-time holiday is not parental right. Arrangements should not be made without informing the school in advance. Taking unauthorised absence for 10 sessions (5 school days) or more will qualify for a penalty notice. No warning will be issued from the Local Authority. School holiday dates are available on the school's website at the start of the school year, with a reminder than trips abroad should be planned for school holiday times.

Extended visits, of 20 days or more, may result in the child being removed from the school's roll and being reported as a child who is missing education. Parents will need to re-apply for their child's school place in line with the LA admissions process. We will work with the Local Authority and Education Welfare Officer if we are concerned about where the child is or when they will return to the country / school.

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of statutory school age:

- If issued with a penalty notice, each parent must pay £160 per child's absence. This will be reduced if it is the child's first absence prompting a penalty notice and is paid within a certain period – decided by the LA.
- Second penalty notices for a child's absence will be £160 per parent and there will be no reduction.

- Third absences may result in legal action being taken.
- The payment must be made directly to the local authority, the school does not benefit financially.
- Penalty notices can be issued by a headteacher, local authority officer or the police.
- If the payment is not made, the local authority can decide whether to prosecute or withdraw the notice.

5.2 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 (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). Pupils will be authorised one day for Eid al-Fitr and one day for Eid al-Adha if these fall within term time.
- The school considers 'a day exclusively set apart for religious observance' to be a day when the pupil's parents would be expected by the religious body to which they belong to stay away from their employment
- If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart for religious observance. Pupils should attend school on the days surrounding those set apart for religious observance
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

5.3 Absences from the school site (which are not classified as absences)

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons 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, because the school premises are closed
- Where the pupil is in criminal justice detention, because of public health guidance or law, or because of any other unavoidable cause

6. Strategies for promoting attendance

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.

We aim to promote good attendance through a number of strategies:

- Children with more than 96% attendance at the end of each term will be given a small reward (e.g. pencil)
- Reception and new to Shawclough parents have welcome meeting where good attendance and punctuality is discussed and expectations shared
- Attendance is reported formally at least termly to the school's Governing Board who seek to support and challenge
- We also look to reward those children who have made a significant improvement in their attendance or punctuality. This could include, but is not limited to, phone calls and letters home to thank parents, star of the week awards and dojo points.

The school will use the multi-tier approach to improve attendance. Some examples include:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance such as the school nursing team or family workers
- Work collaboratively with SENDCO to review timetables to identify any barriers to good attendance
- Work with local agencies to review any support needed eg. housing, Family Hubs
- Undertake home visits and make phone calls so that parents / carers are aware of their child's attendance and persistent absence
- Offer the support of the school's Pastoral Team.
- The school will write to parents / carers each term if their child is a persistent absentee with a personalised attendance percentage. This letter will act as a trigger for closer monitoring initially by the school, followed by the LA / EWO if the child continues to be a persistent absentee for a second term or the attendance pattern does not improve
- The school will hold regular meetings with the parents / carers of persistent absentee pupils and termly panel meetings for target families will be held with the LA / EWO

7. Supporting pupils with poor attendance

The school will always work with other local partners to understand the barriers to attendance and provide support. Where that is not successful, or the support is not engaged with, 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.

The school will make use of the full range of legal interventions rather than relying solely on penalty notices or prosecution. The school will decide whether to use each legal intervention after considering the individual family circumstances.

7.1 Education supervision order

In cases where voluntary early help plans have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but **not** a criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be guilty of an offence. The local authority can prosecute for persistent non-compliance with the order, and parents will be liable to a fine of up to £1,000 upon conviction.

7.3 Notice 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.

The national threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least 1 school session. This can be met with any combination of unauthorised absence. These sessions can be consecutive or not. The period of 10 school weeks can also span different terms or school years.

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 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, 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

7.4 Penalty notices

Penalty notices are issued to parents as an alternative to prosecution where they have failed to ensure that their child of compulsory school age regularly attends the school or, in certain cases, at a place where alternative provision is provided and the national threshold has been reached.

The headteacher (or a deputy or assistant headteacher, authorised by the headteacher), local authority or the police can issue a penalty notice in line with the Education (Penalty Notices) (England) Regulations 2007, as amended, and the Local Codes of Conduct maintained by the local authority.

Penalty notices will only be used where it is deemed likely to change parental behaviour and support to secure regular attendance has been provided and has not worked or been engaged with, or would not have been appropriate in the circumstances of the offence (e.g. an unauthorised holiday in term time).

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

The school will consider whether a penalty notice for absence is appropriate in each individual case where a pupil reaches the national threshold. We do not have a blanket rule for issuing or not issuing penalty notices.

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 further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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

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

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

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

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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process in the case of repeat offences for non-attendance.

In these cases, the parent must pay £60 within 21 days, or £120.

If the pupil has moved school or local authority area in the previous 3 years, a check will be made to try and ascertain whether previous penalty notices have been issued to the parent/carer in respect of the pupil. If the previous local authority is not known or the information cannot be, or is not, provided, it will be assumed that the parent has not previously received a penalty notice.

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

If the school becomes aware of barriers that relate to the pupil's needs, we will inform the local authority.

Where a parent expresses an intention to educate a child at home, the school will meet with the parent and any relevant professionals before a final decision is made to ensure that the best interests of the child have been considered.

8.2 Pupils absent due to mental or physical ill health

The school recognises that worries about friendships, schoolwork, or examinations can cause attendance anxiety. However, regular attendance remains mandatory. Staff will communicate to parents that pupils are still expected to attend school regularly. Staff will work with families to mitigate anxious feelings in school as much as possible and remove barriers to attendance.

The school maintains high expectations for all pupils. For those facing complex barriers, including pupils with SEND or long-term health conditions, appropriate additional support will be provided to secure regular attendance.

In cases of both long-term physical or mental ill health, the school will:

- Facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible while supporting the underlying health issue
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making reasonable adjustments where a pupil has a disability
- Consider whether a time-limited phased return to school would be appropriate
- Make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness, or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days

Where a pupil has special educational needs and/or disabilities (SEND) the school will:

- Work in partnership with the parents to develop specific support approaches for attendance including, where applicable, ensuring the provision outlined in the pupil's education, health and care (EHC) plan is accessed
- Work in partnership with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day
- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments where a pupil has a disability
- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate

In some cases, the school will not be able to fully support a pupil without the assistance of a range of other agencies. The school will:

- Make use of school nursing services and mental health support teams where they are available
- Consider whether additional support from other external partners (including the local authority, children and young people's mental health services, GPs or other health services) would be appropriate and make referrals
- Where external support is provided, work together with those services to deliver any subsequent support

If a pupil has an education health and care (EHC) plan, the school will:

- Communicate with the local authority if a pupil's attendance falls or they become aware of barriers to attendance that relate to a pupil's needs
- Where possible, agree adjustments to its policies and practices that are consistent with the special educational provision set out in the education health and care (EHC) plan in collaboration with the parents
- Where needed, work with the local authority to review and amend the education health and care (EHC) plan to incorporate the additional or different attendance support identified

Parents should consult the NHS guidance Is my child too ill for school? when deciding whether to keep their child home due to illness. We will share this guidance with parents, and provide support in understanding it, in order to promote school attendance wherever appropriate.

9. Attendance monitoring

9.1 Monitoring attendance and analysing attendance data

The school will monitor and analyse weekly attendance and punctuality data to identify emerging trends across cohorts, year groups and individual pupils. This will enable early identification of attendance concerns and the delivery of targeted support.

Regular individual attendance analysis will be carried out to identify pupils needing early support across all absence levels, including persistent and severe, and deliver targeted intervention before absence patterns become embedded.

The school will conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends. This will include analysis of:

- Pupils and cohorts, and identifying patterns in uses of certain codes
- Days of poor attendance and, where appropriate, subjects which have low lesson attendance

When analysing patterns the school will look further into patterns of attendance within a session to ensure all pupils are attending all timetabled lessons.

The school will use its analysis to provide regular attendance reports to class teachers or tutors to facilitate discussions with pupils and school leaders (including the special educational needs co-ordinator (SENCO), designated safeguarding lead (DSL) and pupil premium lead).

The school will:

- Devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher than average absence or pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers
- Monitor the impact of school wide attendance efforts, including any specific strategies implemented or specific cohorts that we have sought to target. The findings will be used to evaluate approaches or inform future strategies
- Benchmark its attendance data at whole school, year group and cohort level against local, regional and national levels or performance of similar schools to identify areas of focus for improvement
- Record young carers in the school census and, where a pupil's caring role may be contributing to absence, the school will work in partnership with the pupil and their parents to understand barriers to attendance and to put appropriate support in place. Where needs extend beyond the school gates, the school will work with the local authority to facilitate access to support through local early help arrangements and other relevant organisations
- Ensure data is regularly monitored for pupils with long term illnesses and/or special educational needs and/or disabilities including governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Provide data and reports to the governing body to support its work

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 submitted to the DfE 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.

9.2 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 (see section 9.3 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 (SENCOs), designated safeguarding leads (DSLs) 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
- Work with parents, the Virtual School Head and any other relevant professionals to monitor and support the attendance of disadvantaged pupils, those with SEND, pupils known or previously known to children's social care, and pupils who may face other barriers to their learning and/or wellbeing

To facilitate timely collaborative working across partners, the school will share information from its registers with the local authority. This will include:

- New Pupil and Deletion returns
- Attendance returns
- Sickness returns

Where a pupil has a social worker and/or youth offending team worker, the school will inform the social worker and/or youth offending team worker if there are unexplained absences from school.

9.3 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:

- Make patterns of both persistent and severe absence a focus of the school's regular data monitoring and identify pupils and cohorts who need targeted attendance support as quickly as possible
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education. If all avenues of support have been facilitated and the appropriate educational support or placements have been provided but severe absence for unauthorised reasons continues, it is likely to constitute neglect. The school will be especially conscious of any potential safeguarding issues in these cases and where these remain, conduct a full children's social care assessment

- 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
- Work together with the local authority to put additional targeted support in place to remove any barriers to attendance and re-engage the pupil
- The school will sensitively explore the reasons for absence, recognising school as a safe, supportive space and prioritising early help over immediate sanctions
- The school will prioritise support for severely absent pupils. Where necessary to remove barriers to attendance, this will include tailored attendance strategies, whole-family interventions, education, health and care (EHC) plan referrals, or alternative educational provision
- Implement sanctions, where necessary (see section 7, above)

10. 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 by Joseph Doyle. At every review, the policy will be approved by the full governing board.

11. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding 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