Learning, Loving, Growing

Tanworth-in-Arden

C of E Primary School

# Attendance policy



**Reviewed: September 2026** **Next Review: September 2027**

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# 1. Aims

1.1 We are committed to meeting our obligation with regards to school attendance 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
- 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 ensure pupils have the support in place to attend school

# 2. Legislation and guidance

2.1 This policy is based on the DfE's statutory guidance on Working together to improve school attendance 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 7 of the Education and Inspections Act 2006
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Equality Act 2010

It also refers to:

- School census guidance
- Keeping Children Safe in Education

- Mental health issues affecting a pupil's attendance: guidance for schools
- Ofsted's 2025 framework toolkit

## 3. Roles and responsibilities

3.1 The governing board is responsible for:

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

The attendance governor is Samantha Joseph

3.2 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
- Make referrals to Warwickshire Attendance Service

3.3 Senior Attendance Champion

The Senior Attendance Champion is a designated senior leader and 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 the headteacher and can be contacted via 01564742284 or tanworthschool@welearn365.com

3.4 Class teachers (including supply or cover supervision) are responsible for recording attendance on a daily basis, using the correct codes, onto the school's attendance system by the close of registration each morning and afternoon.

3.5 School admin staff will:

- Monitor the school attendance reporting system Study Bugs and enquire into reasons for absence where none has been given (N code).
- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system and/or
- Transfer calls from parents/carers to the appropriate member of staff in order to provide them with more detailed support on attendance

3.6 Parents/carers are expected to:

- Make sure their child attends every day on time

- Contact the school (either through the school's reporting system or a phone call) to report their child's absence before 9am on the first day of absence and each subsequent day
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Seek support, where necessary, for maintaining good attendance, by contacting the headteacher or SENCo Mr Fidler

3.7 Pupils are expected to:

- Attend school every day on time

## 4. Recording attendance

4.1 The school will keep an attendance register, and place all pupils onto this register. The school will take the attendance register at the start of the morning session of each school day and at the start of the afternoon session. It will mark 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 if 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.

Pupils must arrive in school by 8.55am on each school day (see section 5).

4.2 The School 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 may ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. The school 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/carers will be notified of this in advance.

4.3 Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment.

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

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

4.4 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

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

- Call the pupil's parent/carer 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 take other reasonable steps:
    - Contact with other schools where siblings may be registered
    - Possible home visit
    - Enquiries to friends, neighbours etc. through school contacts
    - Enquiries with any other Service known to be involved with the pupil/family
- 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
- Call the parent/carer on each day that the absence continues without explanation to ensure 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: issue a notice to improve, penalty notice or other legal intervention, as appropriate

4.6 The school will regularly inform parents/carers about their child's attendance and absence levels at parents evenings and through written reports.

## 5. Punctuality and Lateness

5.1 The school day starts at 8.55am for all year groups. Pupils who arrive after this time will be recorded as late to school (L code). The Registers close at 9.25 am and after this, lateness is recorded as an unauthorised absence (U code). The Afternoon begins at 1.00pm for all children. Pupils who arrive after this will be recorded as late to school (L code) Registers close at 1.30pm respectively. After this, lateness is recorded as an unauthorised absence (U code).

5.2 Where there are concerns about punctuality, the school will make verbal contact with parents/carers. If the concerns persist, headteacher/Head of School will write to the parents/carers using the appended letter about punctuality, including a copy of the child's registration certificate, and stating the total minutes late over a determined period.

5.3 If there is no improvement, the school will arrange a meeting with the parent/carer. In the event of persistent lateness, the school may make a formal referral to WAS

## 6. Leave of Absence

6.1 The law states a leave of absence may only be granted by a school if an application is made in advance and if it considers there are exceptional circumstances relating to the application.

**Expectations**

6.2 A leave of absence is granted entirely at the school's discretion. Permission for a Leave of Absence from a school may only be given by a person who the school's proprietor has authorised to do so (an authorised person).

6.3 Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.

6.4 Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.

6.5 Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school.

6.6 When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify the parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.

6.7 It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is their responsibility to ascertain if the leave is authorised prior to the start of the leave.

6.8 The school can only consider applications for Leave of Absence which are made by the resident parent. i.e the parent with whom the child normally resides.

6.9 Where applications for Leave of Absences are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an "unauthorised" absence. Where a leave of absence is requested but additional days take either prior to or after the request, they may be considered as part of the leave of absence.

6.10 Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as 'unauthorised'.

6.11 All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service of Warwickshire County Council. Penalty notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.

6.12 Where a Penalty Notice is not paid within the timeframe set out in that Notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

6.13 Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices – 4 in total).

6.14 First Leave of Absence Offence: The amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.

6.15 Second Leave of Absence Offence within a 3 year period (from the date of issue of the first penalty notice): The amount of £160 paid within 28 days. No reduced amount.

6.16 Third Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice). A Penalty Notice will not be issued and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

## 7. Strategies for promoting attendance and punctuality

7.1 The School is committed to provide children with the 'tools' they need to confidently attend school. The school will support families through a number of strategies including:

- Sharing expectations and the importance of regular attendance with parents through newsletters, parent meetings and on the school website.
- The school is a welcoming environment where children feel valued and welcomed.
- Teachers plan the curriculum to build on children's prior learning through investigation and immersion. The curriculum design is linked to the school's vision, 'In Gods family, learning, loving, growing to be our very best', to develop children's learning behaviours which enable them to become resilient, independent and confident learners.
- Teacher share the over view of the learning, highlighting what is coming up so children don't want to miss out.
- School staff will speak with parents to discuss the reasons behind non-attendance and or lateness. The school will endeavour to make reasonable adjustments to support parents and children, for example, staggered drop-offs or alternative entrance where possible; transition objects to support the child with the transition between home and school.
- Offering parenting workshops (e.g. Warwickshire parenting support team workshops and programmes; the Solihull Approach; Family Thrive) these include sessions on routines and helpful ideas.
- Providing children with tasks or responsibilities to perform at the start of each day
- Breakfast club to support children in the morning

**7.2 Pupils who require additional support**

- Our school is committed to support at the right time. We will work closely with parents, carers, and students to identify and address any barriers to attendance, both within and outside the school environment. This includes offering a graduated response through assessment, planning, intervention, and regular review of support plans. We will make reasonable adjustments, provide necessary referrals to voluntary services with family consent, and meet regularly with those at risk of absence.
- For students requiring additional support, particularly those facing emotional barriers to attendance or pupils absent from school due to mental or physical ill health or their SEND we will offer targeted interventions and collaborate with external agencies to provide specialist

assistance. Our approach prioritises safeguarding and the well-being of our students while promoting consistent school attendance.

- Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

# 8. Attendance

## 8.1 The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern
- 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

Pupil-level absence 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 local governing body.

## 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
- 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 and other school leaders, to facilitate discussions with pupils and families
- 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
- Follow the flowchart in appendix 2.
- 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

## 9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by the Headteacher. Following the review, the policy will be approved by the local governing board.

## 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:<br>• In police detention<br>• Remanded to youth detention, awaiting trial or sentencing, or<br>• Detained under a sentence of detention |
| **Y6** | Public health guidance or law | Pupil's travel to or attendance at the school would be prohibited under public health guidance or law |
| **Y7** | Any other unavoidable cause | To be used where an unavoidable cause is not covered by the other codes |
| **Absent – unauthorised absence** | | |
| **G** | Holiday not granted by the school | Pupil is absent for the purpose of a holiday, not approved by the school |
| **N** | Reason for absence not yet established | Reason for absence has not been established before the register closes |
| **O** | Absent in other or unknown circumstances | No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence |
| **U** | Arrived in school after registration closed | Pupil has arrived late, after the register has closed but before the end of session |
| **Administrative codes** | | |
| **Z** | Prospective pupil not on admission register | Pupil has not joined school yet but has been registered |
| **#** | Planned whole-school closure | Whole-school closures that are known and planned in advance, including school holidays |

## Appendix 2: Flowchart for attendance monitoring (escalation process)

