

Attendance and Punctuality Policy

Murray Park School



Date of adoption	Autumn 2024
Originator	Theresa Lucas
Title of Policy	Attendance and Punctuality Policy
Date of review	
Date of next review	Autumn 2025

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1. Aims

Murray Park School is committed to working in partnership with parents and carers, so that pupils achieve their full academic and personal potential. For a pupil to achieve this, a high level of school attendance is essential. We carefully monitor attendance and punctuality and work towards a goal of 100% attendance for all pupils.

Good regular attendance allows pupils to benefit as fully as possible from everything the school has to offer. When absences occur, it is more difficult for pupils to achieve their best. We realise that some absences are unavoidable and offer a range of support if students have particular problems. Every opportunity will be used to convey to students and their parents/carers the importance of regular and punctual attendance. Considering this, parents are asked to take steps to ensure students attend school every day.

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

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

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

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

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents> [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)
- <https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made> It also refers to:

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

3. Roles and responsibilities

3.1 The governing board

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
- 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, and/or authorising the attendance champion to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND,

including where school transport is regularly being missed, and where pupils with SEND face in-school barriers

- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

3.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') 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 Theresa Lucas and can be contacted via 01332 515921 or email theresa.lucas@murraypark.derby.sch.uk

3.4 Attendance officer

The school attendance team is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Take calls from parents/carers about absence, pick up school app and email messages on a day-to-day basis and record it on the school system.
- Initiate telephone contact to explain absences - first day absence
- Maintain all registers - checking for accuracy and identifying concerns.
- Respond to teaching staff reports of students missing from lessons and investigates their absence with support from On Call

- Report to the Senior Leader where there are registers that are not taken in accordance with school policy or any issues related to attendance that cannot be resolved.
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher/Assistant Headteacher (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Farzana Bheda and can be contacted via 01332 515921 or farzana.bheda@murraypark.derby.sch.uk

3.5 Class teachers/form tutors

- Class teachers/form tutors are responsible for recording attendance for all sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information on to Go4Schools.
- Take registers on time and accurately (first 10 minutes of the lesson).
- Tutor discussions during ‘Mindset Mornings’
- Tutor monitoring and calls home

ROLE OF THE TEACHER

The Teacher:

- Warm strict - be welcoming and use positive framing around attendance.
- Positive relationships - especially vulnerable students.
- Celebrate achievements - especially for attendance concerns.
- Take the register in 10 minutes.
- Use the late system.



The Teacher benefits by:

- Students attending school regularly and be punctual - even after prolonged absence.
- Students who engage actively in your classroom.
- Students will support other children to achieve and recognise the achievements of other children.
- The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments.



ATTENDANCE IS EVERYBODY'S BUSINESS



3.6 School Attendance Team

School attendance team will:

- Benchmarking attendance data to identify areas of focus for improvement
- The Attendance Officer will deal with the day-to-day running of the attendance policy in regular liaison with the Senior Leader responsible for attendance.
- Feed all attendance concerns into the Inclusion Team Meetings or to the attention of Heads of Year

- Produce weekly reports and tracking sheets for all Heads of Year and tutors to identify patterns of attendance and to ensure that all unauthorised absence is tackled by pastoral teams.
- Supply attendance figures on a weekly and termly basis to all pastoral staff
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Transfer calls from parents/carers to the head of year/pastoral manager] 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 for every timetabled session on time
- Call the school or message via the school app to report their child's absence before 8.30am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure they tell the school in advance, of any medical appointments and bring in appointment cards/letters, where possible we advise that these are made out of school hours or towards the end of the day
- Have a backup plan for if their child misses transport, call on a family member, neighbour or friend.
- 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 their child's Head of Year, Pastoral Manager, School Welfare Officer and Attendance Officer who can be contacted via 01332515921 or through the school app

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time

- Attend every timetabled session, on time

4. Recording attendance

4.1 Attendance register

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

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances.

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 3pm.

Pupils must arrive in school by 8.20am on each school day ready for tutor time at 8.30am

The register for the first session will be taken at 8.30am and will be kept open until 9am. The register for the second session will be taken at 1.00pm and will be kept open until 1.30pm.

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 8.00am or as soon as practically possible, by calling the school or using the school app.

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.

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 near the end of the school day.

Parents should contact school via the app or by telephone to inform us of any planned absence. Where possible, if parents have confirmation of the appointment this can also be sent through.

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

Pupils who are late are placed into a lunchtime detention with senior staff or the pastoral teams, if the student misses the detention, then this can escalate to an after-school detention with the senior leadership team.

A termly late report is also sent out to parents of pupils who are persistently late to school, parents can see the lates on the registration certificate that is attached.

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:

- Send parents a message via the school app or email to ascertain a reason for their child's absence
- 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 send out the school welfare officer to conduct a home visit
- 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 relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- 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 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 through the use of termly reports. The information is also available every day through the Go 4 Schools software which parents have access to and can see attendance updated.

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
- Attending an interview
- Study leave
- 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.

School can grant a leave of absence for other exceptional circumstances at their discretion, it must be requested in advance by a parent who the pupil normally lives with.

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

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

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

Any request should be submitted as soon as it is anticipated and, where possible, **at least** before the absence, and in accordance with any leave of absence request form, accessible via the school app. 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
- 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
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

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

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.

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

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 does not 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 time frame 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

The school will look to support & reward students who have good attendance using such strategies as:

- Analysis of from group attendance each half term to reward groups of students who have the highest attendance or the most improved attendance for the half term
- Regular updates on attendance will be shared by form tutors in tutor time
- Weekly year group and termly whole school assemblies will celebrate successes and achievements in attendance (e.g. 100% attendance awards) and improved attendance
- Annual awards evening
- Each classroom and public areas will have the Attendance Ladder (see below) on display to promote attendance
- Targeted students working with the pastoral or attendance teams will have individual rewards for improved progress
- The school, working with the local authority, may offer parents an attendance contract, if there is a decline in a student's attendance. This contract will specify targets for improvement and a time frame to improve on an individual basis
- Regular updates and guidance sent out via the school app and the school newsletter.
- Good parental engagement

- Introduction of the school’s Inclusive attendance strategy and the three tiered support system (see below)
- The introduction of reporting in days to ensure early intervention and common language between school, pupils and home

ATTENDANCE LEVELS

Level 1 1 - 9 days absence	Universal
↓	
Level 2 10 - 18 days absence	Targeted
↓	
Level 3 19 days + absence	Specialist

ATTENDANCE LADDER

Days Absent	Persistent Absence Risk	Attendance Level	Percentage Attendance
0	No Risk	Perfect	100%
1	Low Risk of Persistent Absence	Needs to improve	
2			
3			
4			98%
5			
6			
7			
8			
9		95%	
10	Moderate Risk of Persistent Absence	Concern	
11			94%
12			
13			
14			
15	High Risk of Persistent Absence	Significant Concern	92%
16			
17			
18			
19	Persistent Absence	Serious Concern	90%

"PROUD TO BE HERE"

"PROUD TO BE HERE"

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

Pupils with complex barriers to attendance may be supported in the following ways (but are not limited to these). Decisions surrounding support will be made on an individual, case-by-case basis, with bespoke packages being implemented where necessary. The school will:

- Ensure the School Welfare Officer works with and supports families and students in and out of school, working with outside agencies where applicable
- Support parents to complete Early Help Assessments

- Engage outside agencies to work with the parents or student, for example mentoring services for students with anxiety or other issues
- Invite the Educational Welfare Officer to support the school in working with the family and student to improve attendance
- Signpost other support services for the families/students e.g. Bereavement counselling
- Follow the EBSNA (Emotionally Based School Non-Attendance) Pathway to offer the support and advice through Local Authority agencies and Health Services to students and their families
- Use other attendance interventions that meets the students needs

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

Pupils absent from school due to mental or physical ill health may be supported in the following ways (but are not limited to these). Decisions surrounding support will be made on an individual, case-by-case basis, with bespoke packages being implemented where necessary. The school will:

- Ensure the School Welfare Officer or SENCo works with and supports families and students in and out of school, working with outside agencies where applicable
- Support parents to complete Early Help Assessments and Education Health and Care Plans
- Engage outside agencies to work with the parents or student, for example mentoring services for students with anxiety or other issues e.g. CAMHS and Compass
- Signpost other support services for the families/students e.g. Bereavement counselling
- Follow the EBSNA (Emotionally Based School Non-Attendance) Pathway to offer the support and advice through Local Authority agencies and Health Services to students and their families.
- Offer professional support in the form of Drawing and Talking Therapy
- Alternative short term EOTIS or outreach package
- Turn around placements at alternative sites for educational provision

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.

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

Pupils returning to school after a lengthy absence may be supported in the following ways (but are not limited to these). Decisions surrounding support will be made on an individual, case-by-case basis, with bespoke packages being implemented where necessary. The school will:

- Carry out an assessment of students' needs prior to their return.

- Meet with or liaise weekly with parents before the return, during the initial transition process and upon the successful transition to school to discuss progress or any issues to be resolved
- Ensure suitable modifications to timetable and timings of the day are implemented with input from students and parents
- Ensure the pastoral team are aware of the student's return and any specific requirements to ensure a smooth and supportive transition back to school
- Put in place additional staff support, if appropriate e.g. key workers

8. Attendance monitoring

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. Weekly tracking of individual pupil attendance is shared with Senior Leaders, the Attendance and Pastoral teams and key staff within our support centres.

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 governing board.

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 form tutors and pastoral teams 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)
- Ensure the School Welfare Officer and Heads of Year meet fortnightly to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis and determine actions to be undertaken
- 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)
- Access the Local Authority Educational Welfare Service to support the school by working with the severe and persistently absent
- Regular meetings with the Attendance Champion, Attendance team, SENDCO and Support CentreLead to discuss cases and plan actions strategically

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 Theresa Lucas 'Assistant Headteacher/Attendance Champion). At every review, the policy will be approved by the full 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: <ul style="list-style-type: none"> • 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