

Attendance and Punctuality policy



Murray Park School

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1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the 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
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school
- Adopting and embedding the inclusive approach to attendance, highlighting the 'UNMISSable' campaign which promotes the mantra of 'Because school means more'

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

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 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](#)
- > [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

The governing board is responsible for:

- > 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
 - 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 penalty notices, where necessary, and/or authorising the assistant headteacher 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 (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/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 responsible for attendance is Theresa Lucas and can be contacted via 01332 515921 or email theresa.lucas@murraypark.derby.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

- 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.
- 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 tutor 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 on to Go4Schools. Registers must be taken on time and accurately (within the first 10 minutes of the lesson). Registers must be amended if a pupil arrives late.

Tutor discussions will happen during the 'Mindset Mornings' and tutors will also have responsibility for the monitoring and calls home for identified pupils as directed by the year teams in line with our graduated response towards attendance.

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:

- Take calls and app messages from parents/carers about absence on a day-to-day basis and record it on the school system.
- Transfer calls from parents/carers to the year teams where appropriate, in order to provide them with more detailed support on attendance.
- 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, attendance meetings or for 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.

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 that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting 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 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. 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 a place other than school
- Absent
- Absent – unable to attend due to unavoidable causes

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8.30am and ends at 3pm.

Pupils must arrive in school by 8.20pm 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 1pm 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 8am or as soon as practically possible, by calling the school or via 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 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.

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.

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.

Parents should request a leave of absence by completing the leave of absence form which can be accessed via the school app.

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:

- 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 to school are placed into a 1-hour senior leadership detention after school, this detention is until 4pm, failure to attend this detention will escalate to a 2-hour detention the following evening, failure to do this will result in further consequences. This is to ensure that all students are punctual and have a positive start to the school day.
- 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 our 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
- 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 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 updates.

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 abroad
- Attending an interview for employment or for admission to another educational institution
- 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.

We define 'exceptional circumstances' as rare and unexpected circumstances which are unlikely to reoccur, examples include:

- Family emergencies (e.g. death of a relative)
- Medical emergencies that cannot be avoided

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 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.

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). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart for religious observance
- Parent(s) travelling for occupational purposes – a pupil is a mobile child if their parent is travelling in the course of their trade or business and the pupil is travelling with them. In these circumstances a pupil will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place
- 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, or because the school premises are closed

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

- Analysis of from group attendance each half term to reward groups of pupils 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
- Mindset morning messages from the senior lead for attendance to highlight areas of positivity and improvement
- 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 pupils working with the pastoral or attendance teams will have individual rewards for improved progress
- Use of the EBSNA (Emotionally Based School Non-Attendance) pathway
- The school, working with the local authority, may offer parents an attendance contract, if there is a decline in a pupil'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, including parental rewards for positive improvements and invitations to coffee morning events
- Inclusive attendance strategy and the three-tiered support system (see below)

- The reporting in days to ensure early intervention and common language between school, pupils and home
- Adopting the 'Because school means more' campaign which highlights to our pupils, those unmissable experiences they get when attending school e.g. unmissable memories, unmissable opportunities, unmissable experiences



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			96%
8			
9			95%
10	Moderate Risk of Persistent Absence	Concern	
11			94%
12			
13			
14	High Risk of Persistent Absence	Significant Concern	
15			92%
16			
17			
18	Persistent Absence	Serious Concern	
19			90%

"PROUD TO BE HERE" 

7. Supporting pupils with poor attendance

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.

7.1 Attendance contract

We use attendance contracts as a form of attendance support.

An attendance contract is a formal written agreement between a parent and the school to address irregular attendance at school. An attendance contract is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Parents cannot be compelled to enter an attendance contract, and the school cannot agree an attendance contract in a parent's absence.

Where an attendance contract would be an appropriate form of support, the school will arrange a meeting with the parent (and pupil if they are old enough to understand) to discuss how we can work in partnership to improve the pupil's attendance.

Where parents fail to comply with an agreed attendance contract, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents to seek explanations and determine whether the attendance contract remains useful. Where there is further non-compliance following these discussions, the school may take further action.

7.2 Education supervision order

In cases where voluntary early help plans and attendance contracts 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** 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 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.

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

The headteacher (or a deputy or assistant headteacher, authorised by the headteacher), 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, we will check with the local authority before doing so, and send the local authority 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.

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.

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 pupils 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 pupil, for example mentoring services for pupils with anxiety or other issues
- Invite the Inclusion and Attendance officer from the local authority to support the school in working with the family and pupil to improve attendance
- Signpost other support services for the families/pupils 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 pupils and their families
- Where appropriate and criteria met, a referral to the local authority health panel will be considered
- Review the current timetable and make adaptations where appropriate e.g. part-time timetable to help reintegrate back into school
- Use other attendance interventions that meets the pupils' needs

8.2 Pupils absent due to mental or physical ill health

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 pupils 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 pupil, for example mentoring services for pupils with anxiety or other issues e.g. CAMHS and Compass
- Signpost other support services for the families/pupils 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 pupils 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

8.3 Pupils absent due to other barriers to attendance

We understand that pupils may be absent due to other barriers to attendance, these include pupils with SEND, being disadvantaged (those eligible for the pupil premium), being known or previously known to social care and those having other barriers to attendance (e.g. young carers). We ensure that any reasonable adjustments and/or interventions are timely and appropriate, well-chosen and targeted. Examples of how we do this include:

Identifying barriers early

- Assemble a support team for each pupil experiencing attendance difficulties, led by our attendance lead/officer
- Assign a trusted adult for both the pupil and their family, who will act as the main point of contact and build supportive relationships
- Gather comprehensive evidence by triangulating information from multiple sources, including:
 - The pupil's attendance data and patterns
 - Discussions with the pupil, their family, and relevant staff (form tutor, SENCO, DSL, pastoral team)
 - Consideration of known risk factors (e.g. FSM eligibility, SEND, mental health challenges, being a young carer, transition points, exam years)
 - Review of behaviour logs, wellbeing indicators, and any safeguarding concerns

Creating bespoke reintegration plans

- Co-produce a reintegration plan with the pupil and their family, which is:
 - Flexible – ready to adapt as the situation evolves
 - Progressive – building on progress slowly with achievable milestones
 - Multi-layered – implementing a range of measures to ensure no pupil falls through the cracks
- Involve relevant expertise in planning, including:
 - The SENCO (for pupils with SEND or those falling behind academically)
 - The DSL (where there are safeguarding concerns)
 - The mental health lead or educational psychologist (for pupils facing mental health difficulties)
 - External agencies such as CAMHS, social workers, or the virtual school head (where appropriate)

Depending on individual barriers identified, our interventions may include:

- For pupils with SEND:
 - Reviewing and adapting SEN support to ensure needs are being met
 - Providing additional catch-up interventions
 - Making reasonable adjustments to the school day, environment, or curriculum
 - Working with external specialists to implement their advice
- For disadvantaged pupils:
 - Removing practical barriers (e.g. providing uniform, breakfast club access, transport support)
 - Addressing financial barriers to participation in school life

- Providing additional pastoral support
- Implementing targeted academic interventions
- For pupils known to children's social care:
 - Working closely with social workers and the virtual school head
 - Ensuring personal education plans (PEPs) are in place and regularly reviewed
 - Providing additional pastoral and academic support
 - Coordinating multi-agency support
- For pupils with mental health difficulties:
 - Providing access to a safe space and regular check-ins with a trusted adult
 - Implementing time-limited reduced timetables where appropriate (with clear plans to return to full-time attendance)
 - Referring to CAMHS or other mental health services
 - Making adjustments to reduce anxiety triggers
- For young carers:
 - Considering flexible arrangements around mobile phone use
 - Providing access to support from the local authority
 - Adjusting expectations around homework or deadlines where appropriate
 - Connecting families with relevant support services
- For pupils experiencing other barriers:
 - Home visits to support routines
 - Providing alarm clocks or wake-up text reminders
 - Offering parenting workshops on healthy routines
 - Addressing hygiene poverty through access to products and support
 - Tackling bullying swiftly and providing safe spaces
 - Organising alternative provision where appropriate
- Involving the whole school community, we will ensure all staff:
 - Are aware of pupils with reintegration plans and their specific needs
 - Show a united, welcoming front when pupils return to school
 - Avoid making pupils feel like a problem or that their absence wasn't noticed
 - Support pupils to catch up on missed learning

Where a pupil has an education health and care (EHC) plan and their attendance falls, the school will inform the local authority.

8.4 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 pupils' 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 pupils and parents
- Ensure the pastoral team are aware of the pupil'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

9. Attendance monitoring

9.1 Monitoring attendance

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.

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.

9.2 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

9.3 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 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 9.4 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 coordinators, designated safeguarding lead and pupil premium lead)
- 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

9.4 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 7, above)
- Access advice and guidance from our linked inclusion and attendance officer at the local authority, to support the school in working with the severe and persistently absent
- Use robust tracking of pupils attendance so that early help and intervention can be put in place to support and reduce the risk of a pupil becoming persistent or severely absent
- Regular meetings with the Senior Attendance Champion, Attendance team, SENDCO and support centres to discuss cases and plan actions strategically
- Regular communication with parents, this includes meetings and letters that are sent home
- Communicating key messages to parents, and where to access support around attendance via our school app messages and the school newsletter
- Regular assemblies are held with an attendance theme to ensure all pupils know the importance of attendance and the impact of having time off school
- Deliver Teach Meet and inset day sessions with staff to educate staff on the impact of school non attendance on our pupils, and what they can do to help
- Embed a whole school inclusive attendance approach to ensure there is a whole school culture around attendance

10. 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.

11. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- SEND policy

Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
I	Present (am)	Pupil is present at morning registration
I	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