

Loxwood Primary School Attendance Policy



Approved by:

Governing Body

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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

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](#)
 - Maintained schools: 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](#)
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- 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 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. The Safeguarding Governor is Phil Bellas.

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 authorising Mrs Debbie Best to be able to do so
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
 - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- 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 will oversee the implementation of the graduated attendance response detailed in Appendix 2 and ensure interventions remain proportionate to pupils' individual circumstances.

The designated senior leader responsible for attendance is Mrs Sharon Mellors and can be contacted via messages@loxwoodschool.com

3.4 The attendance officer

The school attendance officer works alongside the designated senior leader and together they are responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- The attendance officer will use the monitoring and escalation processes outlined in Appendix 1 and the attendance thresholds identified in Appendix 2 when identifying pupils requiring additional support.
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers and Family Support Worker – Dedicated Schools Team, to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

3.5 Class teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office by 9.00am and 1.05pm

3.6 School reception staff

School reception staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Check Bromcom for any reported absences through MCAS App

3.7 Parents

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

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

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9.00am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with 2 emergency contact numbers 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 school or the Family Support Worker – Dedicated Schools Team.

Top tips for parents and carers

1. Talk to your child about how important it is to attend school every day.

2. Open communication about your child's day. For example, how was your day? What did you do today? What was your favourite lesson.
3. If your child is trying to avoid school find out why by opening the lines of communication and reach out to school for support.
4. Help your child to keep to routines, for example in the morning and evening and for homework.
5. Where possible, arrange medical appointments outside of school hours and ensure your child attends school before or after appointments.
6. Encourage your child to take part in after school and extra-curricular activities.
7. Discuss any changes in behaviour or presentation with a member of the pastoral team as soon as possible.
8. Let the school know in advance if your child is going to be absent.
9. Post the school calendar and times of school day on your refrigerator or another prominent place.
10. Ensure that school has up to date contact details for you.
11. Remember that habits are formed early.

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register using Bromcom, 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 (after lunch) during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

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

Any amendment to the attendance register will include:

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

See Appendix 3: Attendance Codes for the full list of DfE attendance codes used by the school.

We will also record:

- Whether the absence is authorised or not (for pupils of compulsory school age)
- 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 8.50am and ends at 3.05/3.15pm.

Pupils must arrive in school by 8.50am on each school day.

The register for the first session will be taken at 8.50am and will be kept open until 9.20am. The register for the second session will be taken at 1.05pm (infants) and 1.15pm (juniors).

Attendance data generated through the use of these codes is reviewed in accordance with Appendix 1: Attendance Management and Review Procedures.

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 9.00am or as soon as practically possible, by calling the school or emailing absence@loxwoodschool.com.

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 7 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

Where attendance patterns become a concern, support and intervention will be considered in line with the graduated response outlined in Appendix 2.

4.3 Planned absence

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

Medical and dental appointments should be reported to the school office in advance, and evidence of the appointment may be requested where appropriate.

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

Requests for any other planned absence during term time must be submitted as far in advance as possible. Parents/carers should complete the **Loxwood Absence Request Form**, available on the school website:

https://www.loxwoodschool.com/web/lateness_absence/617854

Completed forms should be emailed to messages@loxwoodschool.com or returned to the school office in hard copy.

All requests will be considered in accordance with the criteria outlined in Section 5 of this policy. Parents/carers should note that the submission of a request does not guarantee that the absence will be authorised.

4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code. Parents/carers will receive an automated email from Bromcom.
- After the register has closed will be marked as absent, using the appropriate code.

4.5 Following up unexplained absence

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school will follow these steps in sequence
- 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 an IFD referral, contacting the police or a home visit.
- 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 or fixed penalty notice via West Sussex.
- Follow-up actions and escalation procedures are informed by the attendance monitoring processes outlined in Appendix 1 and the graduated response detailed in Appendix 2.

4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels half termly via conversations, emails, meetings or letters.

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
- A temporary, time-limited part-time timetable
- Exceptional circumstances such as an extreme family emergency or a immediate family member's wedding or funeral.

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

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

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

The school 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 a week before the absence, and in accordance with the leave of absence request form, accessible via the reception. 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
- 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.

We work with families to celebrate their child's improved attendance through emails, meetings and letters.

Attendance promotion, support and intervention are delivered through the graduated approach outlined in Appendix 2: Attendance Graduated Response.

7. Supporting pupils with poor attendance

The school adopts a graduated, support-first approach to attendance. Interventions and statutory action will normally be considered in accordance with Appendix 2: Attendance Graduated Response and informed by the attendance monitoring arrangements detailed in Appendix 1.

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.

7.1 Attendance contract

Attendance contracts may be considered as part of the graduated response described in Appendix 2. 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 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 would typically follow the support and intervention stages outlined in Appendix 2, unless safeguarding or exceptional circumstances require a different approach.

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

7.3 Penalty notices

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.

Decisions regarding statutory action will take account of the support already offered through the graduated response framework outlined in Appendix 2.

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.

8. Supporting pupils who are absent or returning to school

8.1 Pupils Absent Due to Complex Barriers to Attendance

Loxwood Primary School recognises that some pupils experience complex barriers to attendance, including social, emotional, mental health, family, safeguarding or SEND-related needs.

The school will work collaboratively with pupils, families and relevant agencies to identify barriers and develop an individualised plan to improve attendance. Where appropriate, the school will implement targeted interventions and reasonable adjustments to support attendance. Support will be considered in line with Appendix 2: Attendance Graduated Response and may include the interventions listed in the Targeted Support Menu below.

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

8.2 Pupils Absent Due to Mental or Physical Ill Health

Loxwood Primary School recognises that mental and physical ill health can affect a pupil's ability to attend school regularly.

The school will work with pupils, families, health professionals and relevant agencies to understand needs, maintain engagement with education and support a successful return to school. Where appropriate, targeted interventions, reasonable adjustments and reintegration support will be implemented. Support will be considered in line with Appendix 2: Attendance Graduated Response and may include the interventions listed in the Targeted Support Menu below.

8.3 Pupils Absent Due to Other Barriers to Attendance

Some pupils may face additional barriers to attendance, including those who have SEND, are disadvantaged, are known to Children's Social Care, are young carers, or have experienced trauma, bereavement or significant family challenges.

The school will identify concerns early and work with families and relevant agencies to provide timely and appropriate support. Support will be considered in line with Appendix 2: Attendance Graduated Response and may include the interventions listed in the Targeted Support Menu below.

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

The school will work with pupils, families and relevant professionals to support a successful return to school following a lengthy or unavoidable absence.

Support will be tailored to the pupil's individual needs and may include a reintegration plan, adjustments to provision and ongoing monitoring. Support will be considered in line with Appendix 2: Attendance Graduated Response and may include the interventions listed in the Targeted Support Menu below.

8.5 Prolonged Absence for Children in the EYFS

At Loxwood Primary School, we recognise that children in the Early Years Foundation Stage are particularly vulnerable when attendance patterns change or when prolonged absences occur.

In cases of prolonged absence, or where a child is absent without notification, we will attempt to contact parents and emergency contacts. When considering whether an absence is prolonged, we will take account of attendance patterns, individual circumstances, safeguarding concerns and any known health, developmental or SEND needs.

Where appropriate, the school will work with families and relevant agencies to identify and address barriers to attendance. Support will be considered in line with Appendix 2: Attendance Graduated Response and may include the interventions listed in the Targeted Support Menu below.

The school will follow safeguarding procedures as outlined in our Child Protection and Safeguarding Policy, including referrals to Children's Social Care, Early Help intervention or requesting a police welfare check where appropriate.

Targeted Support Menu for Section 8

Loxwood Primary School recognises that barriers to attendance are often complex and individual to each child and family. The support offered will be proportionate to need and reviewed regularly in partnership with pupils, parents/carers and relevant professionals.

Targeted support may include:

Emotional Wellbeing and Relationship-Based Support

- Use of Emotionally Based School Avoidance (EBSA) assessment tools to identify barriers and plan support
- Support from the school's Emotional Literacy Support Assistant (ELSA)
- Advice, support and meetings with the Dedicated Schools Team Family Support Worker
- Meet and greet arrangements at the school gate
- Building positive emotional connections with key adults in school
- Positive responsibilities and leadership opportunities within school
- A buddy system to help pupils feel supported and welcomed by their peers

Adaptations and Adjustments

- Seeking advice from external professionals regarding reasonable adjustments
- Sensory support, including:
- Uniform adaptations
- Environmental adjustments
- Ear defenders
- Movement breaks and opportunities for movement within lessons
- Occupational Therapy advice and support
- Adjustments to classroom routines, learning expectations or the school day where appropriate

Attendance and Reintegration Support

- Individual attendance support plans
- Reintegration plans following periods of absence
- Short-term timetable adjustments
- Part-time or bespoke timetables in line with local authority guidance
- Timetable adaptations in conjunction with alternative provision where appropriate

Family and Multi-Agency Support

- Signposting families to support available through the local authority, external agencies and charitable organisations
- Completion of an Early Help Assessment (EHA) to access coordinated support
- Referrals to appropriate services for the child and family, including:
- Young Carers services
- Child and Adolescent Mental Health Services (CAMHS)
- Financial support organisations
- Debt advice charities
- Dedicated Schools Team support
- Parenting groups and courses

The school may implement one or more of the above strategies depending on the individual circumstances of the pupil and family. Support will be reviewed regularly to ensure it remains appropriate and effective.

9. Attendance monitoring

9.1 Monitoring attendance

The school uses Bromcom to monitor attendance, absence and punctuality data at individual pupil, year group, cohort and whole-school level. Attendance monitoring, review processes and responsibilities are set out in Appendix 1: Attendance Management and Review Procedures.

Attendance data is reviewed daily, weekly, half-termly and termly in accordance with the procedures outlined in Appendix 1 to identify patterns, trends and areas for improvement.

Whole-school attendance data and the persistent absence list are reviewed regularly in line with the schedule detailed in Appendix 1. Pupils whose attendance causes concern are discussed through the school's attendance monitoring processes and Child Concerns Meetings, where appropriate support and interventions are considered.

The school benchmarks attendance data against local authority, regional and national figures to identify areas of focus and reports attendance information to the governing board as outlined in Appendix 1.

Specific pupil attendance information may be shared with the Department for Education (DfE) upon request. Attendance data is collected and published through the DfE's national school absence statistics, including school-level absence data.

9.2 Analysing attendance

In accordance with the procedures outlined in Appendix 1: Attendance Management and Review Procedures, 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.
- Review historic and emerging patterns of attendance and absence and develop strategies to address these patterns.
- Use attendance monitoring meetings and review points detailed in Appendix 1 to evaluate attendance concerns and determine appropriate next steps.

9.3 Using data to improve attendance

Using the graduated monitoring and intervention processes detailed in Appendix 1, the school will:

- Develop targeted actions to address patterns of absence (of all severities) for individual pupils, groups or cohorts identified through data analysis.
- Provide targeted support in accordance with the graduated thresholds and support framework outlined in Appendix 2: Attendance Graduated Response.
- Provide regular attendance reports to facilitate discussions with pupils and families, governors and school leaders (including the SENDCo, DSL and inclusion lead).
- Use data to monitor and evaluate the impact of interventions and support strategies, adapting these where necessary.

- Share information and work collaboratively with other schools, local authorities and external agencies where a pupil's absence is at risk of becoming persistent or severe, in line with the procedures outlined in Appendix 1.

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. The school's graduated response to these attendance thresholds is outlined in Appendix 2 and monitored through the procedures detailed in Appendix 1.

The school will follow the graduated approach set out in Appendix 1: Attendance Management and Review Procedures to identify, monitor and support pupils who are at risk of persistent or severe absence.

This may include:

- Using attendance data to identify patterns and trends of persistent and severe absence.
- Considering potential safeguarding concerns and, where suspected or present, addressing them in line with *Keeping Children Safe in Education*.
- Holding regular meetings with parents and carers of pupils who are vulnerable, at risk of persistent or severe absence, or who are persistently or severely absent, in accordance with the review processes outlined in Appendix 1.
- Discussing attendance and engagement at school.
- Listening to and understanding barriers to attendance.
- Explaining the support available.
- Reviewing existing actions and interventions.
- Explaining the potential consequences of persistent or severe absence where appropriate.
- Providing access to wider support services to remove barriers to attendance, including referrals to external agencies where relevant.
- Implementing targeted interventions and support measures detailed in Appendix 1, including attendance plans, early help support and multi-agency working where appropriate.
- Considering reasonable adjustments, alternative support arrangements or reintegration strategies where attendance difficulties are linked to additional needs, health needs or other vulnerabilities.
- Implementing sanctions where necessary and proportionate, in line with Section 7 of this policy and the procedures outlined in Appendix 1.

This version makes it clear that Appendix 1 is the practical framework that sits behind all attendance monitoring, analysis, intervention and escalation activity.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Supporting pupils with medical conditions
- Pupil mental health and wellbeing
- EYFS policy

Appendix 1: Attendance Management and Review Procedures

The table below outlines the school's attendance monitoring, review and escalation cycle. Attendance is monitored at different levels throughout the academic year to ensure early identification of concerns, timely support for pupils and families, and strategic oversight by school leaders and governors.

Daily	Weekly	Half termly	Termly
Receptionist or SBM monitor register completion and return	Senior attendance champion meets receptionist to discuss and significant issues from the week's data.	School leadership team meet to discuss and scrutinise data.	Meet with governors or trustees to share data trends, and progress.
Registers updated based on messages from parents and carers	Review and progress individual action plans and consider next steps where plans aren't being engaged with.	Monitor impact of attendance strategies and make changes where needed.	Headteacher writes to parents and carers of pupils with the poorest attendance, ensuring messaging is appropriate and reflects the child and family's situation.
Register data used to take immediate action, including (where appropriate) contact parents/ carers, home visits, liaising with SENCo, escalating safeguarding issues, and requesting medical evidence	Senior leadership team to meet twice weekly to discuss any persistent absence and safeguarding concerns	Share absence data in communications to parents/ carers. Arrange meetings with parents and carers of pupils with the poorest attendance – meeting recorded on attendance support meeting record	Benchmark attendance outcomes against national and local authority level. Explore the reasons behind attendance trends (including positive ones) identified through data by speaking to staff, pupils and their families. Use feedback to identify and develop targeted support where there are barriers and improve your whole-school approach to attendance.
Daily attendance data shared with relevant school leads with information about actions to take. Any outcomes shared.			

Appendix 2: Attendance Graduated Response

Attendance	School Days Missed (Approx)	Impact	School Response
96–100%	0–7.5 days over the academic year	Pupils who maintain attendance of 96% or above are most likely to: • Make strong academic progress • Access the full curriculum and enrichment opportunities • Develop positive relationships and wellbeing • Achieve their full potential	Attendance will continue to be monitored in line with Appendix 1: Attendance Management and Review Procedures. Positive attendance will be recognised and celebrated through praise, rewards and communication with home. Early Help and support remain available should concerns arise.
91–95%	7.5–18 days over the academic year	Attendance at this level is a cause for concern. Pupils may: • Begin to miss important learning opportunities • Experience gaps in knowledge and understanding • Find it harder to maintain friendships and engagement in school life	In line with Appendix 1, the school may: • Monitor attendance more closely • Contact parents/carers to discuss attendance concerns • Set attendance improvement targets • Identify and address barriers to attendance • Provide attendance reports and regular communication • Offer support through school-based interventions or external services • Implement support from the Targeted Support Menu in Section 8, including ELSA support, Family Support Worker involvement, EBSA approaches, meet and greet arrangements or reasonable adjustments where appropriate • Consider Early Help support where needed.
51–90% (Persistent Absence)	18–97 days over the academic year	A pupil whose attendance falls below 90% is classified as persistently absent. They are more likely to: • Underachieve academically • Miss significant elements of the curriculum • Experience social and emotional difficulties linked to absence • Become increasingly disconnected from school	In line with Appendix 1, the school will consider a graduated package of support which may include: • Attendance meetings with parents/carers • Attendance support plans and agreed targets • Attendance contracts • Increased attendance monitoring • Requests for medical evidence where appropriate • Early Help Assessment and multi-agency support • Home visits where appropriate • Referrals to external services • Reintegration planning and timetable adjustments where appropriate • Reasonable adjustments and SEND-led support where attendance difficulties relate to SEND, health or disability

			Attendance panels involving senior leaders. Where attendance does not improve, a Notice to Improve and referral to local authority attendance services may be considered.
50% and below <i>(Severe Absence)</i>	More than 97 days over the academic year	Pupils with severe absence are at significant risk of: - Poor educational outcomes - Social isolation - Reduced wellbeing and mental health difficulties - Safeguarding concerns and vulnerability	The school will work urgently with parents/carers, the local authority and relevant agencies. This may include: - Intensive attendance support planning - Frequent review meetings - Multi-agency intervention - Early Help or statutory support - Home visits and welfare checks - Enhanced safeguarding monitoring - Children's Social Care involvement where appropriate - Individual reintegration plans - Local authority attendance support. Where appropriate, statutory interventions such as Notices to Improve, Penalty Notices or legal action may be considered in accordance with local authority procedures.

Important Notes

- Attendance percentages provide an indication of the level of support that may be required. Individual circumstances will always be considered.
- Support and intervention will be proportionate, child-centred and informed by Appendix 1: Attendance Management and Review Procedures, Section 8 of this policy and the Targeted Support Menu.
- The school operates a support-first approach and will seek to identify and remove barriers to attendance before considering statutory intervention.
- Attendance concerns linked to SEND, medical needs, mental health or safeguarding concerns will be considered individually, and reasonable adjustments will be made where appropriate.

Appendix 3: Attendance Codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment

S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open

Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays