BEECHVIEW ACADEMY

ATTENDANCE POLICY

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THE MARLOW EDUCATION TRUST

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Introduction

At Beechview Academy we believe that good attendance and punctuality are essential if a child is to achieve their full potential. Frequent absence or lateness disrupts pupils' learning which leads to them missing key concepts and thereby hampers their progress. Encouraging good attendance and punctuality helps to prepare pupils for their adult life and the responsibilities of full time employment. We seek to support parents and pupils in enabling them to attend school regularly and to arrive on time. We have a dedicated Welfare Team who will support parents and, if needed, will carry out a home visit.

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 Department for Education (DfE) statutory guidance Working together to improve school attendance (July 2026) and School attendance parental responsibility measures. The guidance is statutory and schools, academy trusts, governing bodies and local authorities must have regard to it. It is underpinned by the following legislation, which sets out the legal powers and duties that govern school attendance: Working together to improve school attendance School attendance parental responsibility measures

- Part 6 of the Education Act 1996
- Part 7 of the Education and Inspections Act 2006
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Equality Act 2010

It also refers to:

- School census guidance
- Keeping Children Safe in Education 2026
- Mental health issues affecting a pupil's attendance: guidance for schools
- Ofsted's 2025 framework toolkit
- Children missing education: statutory guidance for local authorities and schools (September 2025)
- Supporting pupils at school with medical conditions
- Education for children with health needs who cannot attend school
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England
- Alternative provision: statutory guidance
- Providing remote education: guidance for schools

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/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 office manager 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, including where a pupil has 10 continuous school days recorded with one or more of codes G, N, O or U. Attendance returns will be provided at the frequency agreed with the local authority and no less frequently than monthly.
    - 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 Senior Attendance Champion

The Senior Attendance Champion (Deputy Headteacher) 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 school's Senior Attendance Champion is Katie Evans, Deputy Headteacher, and can be contacted via the school office.

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 9)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher and/or deputy headteacher (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Kyla Davison and can be contacted via the school office.

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 1:30pm.

3.6 School office staff

School office staff will:

- Take calls 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 Welfare Lead, where appropriate, in order to provide them with more detailed support on attendance.

3.7 Parents

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

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

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9am on the day of the absence and each subsequent day of absence, advising 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 Deputy Headteacher, who can be contacted via the school office.

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, 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. Each session's register will be taken at the same time for all registered pupils. 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 8:40am and ends at 3:15pm.
- Pupils must arrive in school by 8:40am on each school day.
- The register for the first session will be taken at 8:45am and will be kept open until 9am. The register for the second session will be taken after lunch. Registers will be kept open for no longer than 30 minutes after this period.

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 9am, or as soon as practically possible, by calling the school office, who can be contacted via telephone on 01494 527113 or via email to office@beechview.org.uk.

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

Where there are genuine and reasonable doubts about the authenticity of illness, the school may ask for appropriate evidence. This will be proportionate and may include, for example, a prescription, appointment card or other suitable information. Medical evidence will not be routinely required for every illness-related absence and the school will not place unnecessary additional burdens on families or health services.

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, supplying evidence of appointments where necessary.

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.

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

Direct teaching starts at 8.45am, meaning that if a child arrives for school late, they will be missing important aspects of their learning, which the class teacher may not be able to cover again. Children arriving into the classroom late not only impact negatively upon their own learning, but also disrupt the learning of the entire class.

The Attendance Officer will monitor punctuality and letters will be issued to parents if this becomes a regular occurrence. In addition, families will be kept informed at different times in the school year of their child's attendance and punctuality regardless of whether there are concerns or not.

4.5 Following up unexplained absence

Beechview Academy has high expectations for the attendance of all pupils. Regular attendance means attending all sessions for the full duration of those sessions, except where there is a statutory reason for absence. The school uses its electronic register system to monitor each pupil's attendance and acts early where patterns of absence emerge. Attendance percentages may be used as monitoring and intervention indicators, but do not replace consideration of the individual circumstances and reasons for absence.

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may conduct a home visit if it is deemed necessary
- 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: Beechview Academy will liaise with Buckinghamshire's County Attendance Team (CAT) who may issue a notice to improve, penalty notice or other legal intervention (see section 7 below), as appropriate.

4.6 Reporting to parents

The school will regularly inform parents (see the definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels for example during parents' evenings and end of year reports as well as half-termly notifications via letters.

The attendance officer will routinely inform all parents regarding their child's attendance. If irregular attendance patterns have been identified this will be more frequent however, letters celebrating improvements in attendance are also sent.

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:
- Medical emergencies
- Family emergencies (e.g. death of a relative)

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. The school will not operate blanket policies that result in leave of absence being granted automatically for particular circumstances.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. 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.

As a school we strive to promote a culture of attendance through:
● A developed and maintained school culture and ethos with regard to the benefits of high attendance
● Gates open at 8:40am and children are in class at 8:45am to complete SODAs (Start of the day activities) and intervention groups where necessary to transition children into the school day
● Welfare team to support families where early help has been identified
● Half termly welfare meetings where attendance is always on the agenda

Some of the initiatives we have implemented to encourage a culture of attendance include. Any praise, recognition or reward linked to attendance will be used sensitively, fairly and without discrimination, taking account of disability, medical needs, SEND and other circumstances outside a pupil's control:

- The children receive a daily Class Dojo for their attendance in school.
- Each week the school celebrates the class with the best attendance and each class is kept informed of their attendance percentage.
- At various points in the school year further incentives are deployed such as Double Dojo Day or attendance competitions to earn a wider prize for example: inflatable assault course at the end of the school year.
- Celebration of attendance in the fortnightly newsletter.
- End of term recognition for strong attendance and, importantly, improvements in attendance. Individual circumstances will be taken into account so that recognition does not disadvantage pupils whose attendance is affected by disability, medical needs, SEND or other circumstances outside their control.

We also recommend that families speak to the school around any barriers to attendance they may be experiencing. We also ask families to consider the following to promote a culture of good attendance from home:

- Good habits start early in life, so even before your child starts school, establish good routines, such as reading before bedtime and going to bed on time
- Take an interest in your child's school work and offer support with homework
- Attend parents' evenings to discuss your child's progress
- Make sure your child understands the benefits of regular attendance at school
- Do not let your child stay off school for a minor ailment
- Take all holidays during the school holiday periods

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 under the National Framework, 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 penalty is £120, reduced to £60 if paid within 21 days.

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

Beechview Academy recognises that poor attendance is often an indication of difficulties in a child's life. This may be related to problems at home and or in school. Parents should make school aware of any difficulties or changes in circumstances that may affect their child's attendance and/ or behaviour in school, for example, bereavement, divorce or separation. This will help the school identify any additional support that may be required.

If the school becomes aware of barriers that relate to the pupil's needs, we will inform the local authority in order to ensure the right advice and support are available.

8.2 Pupils absent due to mental or physical ill health or other barriers

Beechview Academy also recognises that some pupils are more likely to require additional support to attain good attendance, including pupils with special educational needs and/or disabilities, physical or mental health needs, young carers, pupils with a social worker, migrant and refugee pupils and looked-after children.

The school will implement any reasonable adjustment and/or intervention that is timely, appropriate, well-chosen and targeted to support improved attendance. Strategies used will include:

- Discussion with parents and students
- Referrals to support agencies
- Key Adult Check-ins
- Friendship groups/buddy system

- Reward systems
- Time limited adapted time-tables
- Additional learning support
- Behaviour support
- Referrals to Pupil Referral Units (PRU)
- EBSNA (Emotional Based Non Attendance) intervention plans

Support offered to families will be child-centred and planned in discussion and agreement with parents/ carers.

Remote education will not normally be used as an alternative to attendance. Where a pupil is unable to attend school and remote education is considered appropriate, it will be used only as a last resort, in line with DfE guidance, and normally as part of a time-limited plan to support the pupil's reintegration into face-to-face education.

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

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

The Local Authority has a statutory responsibility to identify and track any pupil missing education. Any pupil on an adapted timetable is deemed to be at risk of missing education and therefore needs to be identified and tracked.

Buckinghamshire Council remains committed to all children's right to a full-time education and makes clear the requirement that an adapted timetable cannot be implemented without written agreement from a parent/ carer (and the Virtual School, Social Worker or SEN team at the Local Authority where appropriate).

Schools have a safeguarding responsibility for all pupils on their roll. Therefore, Beechview Academy are aware that even with parental agreement to any arrangement they make, they are responsible for the safeguarding and welfare of pupils off-site during school hours.

The school will have regard to the statutory Children missing education guidance (September 2025). Where there are concerns that a child may be missing education, the school will make prompt and reasonable enquiries, follow Buckinghamshire local procedures, share relevant information with the local authority and other agencies as appropriate, and take safeguarding action without delay. A pupil who remains registered at the school but is persistently or severely absent is not, by definition, a child missing education; however, such absence may still be a significant safeguarding concern requiring support and action.

When might an adapted timetable be used?

1. Part of an in-school support package

School, parent/ carer and other professionals agree that a short-term (no longer than 6 weeks) adapted timetable would support a pupil who has become disaffected, to regain success. This would be a closely monitored intervention to address and manage the impact of significantly challenging behaviour or emotional or social needs.

2. Medical reasons

A pupil has a serious medical condition where recovery is the priority outcome. These arrangements would be part of a 'medical plan' agreed between the school and Community Paediatrician / Hospital

Consultant / CAMHS Consultant in line with Buckinghamshire guidance.

3. Reintegration

As part of a planned reintegration into school following an extended period out of school following suspension, non- attendance, school refusal etc. (no longer than 6 weeks). Buckinghamshire Council Attendance Team should be consulted on all children with irregular attendance or have been absent without the school's permission for a continuous period of 10 days or more.

In cases of prolonged absence, or when a child is absent without notification, we will attempt to contact the child's parents and alternative emergency contacts.

When deciding whether a child's absence should be considered prolonged, we will consider the:

- Patterns and trends in the child's absences and their personal circumstances
- Vulnerability of the child and their parents, as well as the circumstances of their home life

We will also implement our safeguarding procedures (see our child protection policy on our school website) and refer any concerns to local children's social care and/or request a police welfare check.

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 individual pupil, year group and cohort level. Analysis will identify key cohorts that may require additional support, including pupils with SEND, pupils with a social worker, disadvantaged pupils, young carers and pupils experiencing physical or mental ill health, and will use appropriate local and national benchmarking to understand patterns and priorities.

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 class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- 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)

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every year by the headteacher. Pupil and parent/carer views will be sought, where appropriate, as part of reviewing the school's attendance approach and policy. 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 policy
- Behaviour for learning policy
- Supporting pupils with medical conditions

Children missing education procedures/guidance
SEND policy
Remote learning/remote education policy

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

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

		a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	A pupil of compulsory school age is not required to attend the session because they have an agreed temporary 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