

Attendance Policy

Whaley Thorns Primary School



Policy approved by:	Trust Board	Date: 17 September 2025
Last reviewed on:	23 July 2025	
Next review due by:	31 Aug 2026	
List of associated policies/documents:	Safeguarding and Child Protection Policy	

Contents

1. Policy Statement and Purpose.....	3
2. The Importance of School Attendance.....	3
3. Legislation and Guidance	4
4. Roles and responsibilities	5
5. Reporting Absence	7
6. Recording Absence	9
7. Authorised and Unauthorised Absences	11
8. Promoting and Supporting Attendance	13
9. Attendance Monitoring.....	14
10. Links with other policies.....	16
Appendix A: Coding.....	17
Appendix B: Removing Barriers Flowchart.....	20
Appendix C: Responsibilities	21
Appendix D: Legal Interventions	22
Appendix E: Attendance Principles	23
Appendix F: Example Nudge letter	24

1. Policy Statement and Purpose

This policy relates to all schools and settings across TEAM Education Trust and each academy has adapted the policy to be specific to their school.

For the purpose of this document, parents, carers and guardians are referred to under the general term of 'parents'.

Whaley Thorns Primary School has an environment which enables and encourages all members of school communities to fulfil the Trust's vision of "together everyone achieves more". We are committed to providing a full time education to all pupils that embraces the concept of equal opportunities for all.

Whaley Thorns Primary School provides a welcoming, caring and nurturing environment where every pupil feels respected, safe and valued, with a strong sense of belonging being adopted. Regular attendance to school and excellent punctuality are essential to ensure pupils make academic and social progress and achieve the best outcomes.

The school works in partnership with pupils and their families to support and promote regular and punctual attendance as this is vital in ensuring pupils have full access to the curriculum as valuable learning time is lost when pupils are absent or late.

The purpose of this policy is to maximise pupil potential by ensuring excellent attendance for all. As a school and TEAM Education Trust, we recognise that regular attendance positively impacts the motivation and attainment of pupils.

Through this policy, we aim to provide clear guidance to all stakeholders on their roles and responsibilities; provide advice and information on statutory duties of parents and the school and demonstrate how we work in partnership with families, the Trust, Local Authorities and other organisations to support the best possible attendance for all pupils.

Through this policy, we will outline our commitment of:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, especially for those who are persistent and severe absentees
- Ensure every pupil has access to the full time education to which they are entitled
- Acting early to address patterns of absence, taking a child centric approach
- Working closely and building strong relationships with families to ensure the right support is in place for pupils to attend school

2. The Importance of School Attendance

Attending school regularly is vital in supporting pupils to achieve and help them get the best possible start in life. Good attendance at school is central to both a pupil's academic achievement and personal and social development.

We know through research that going to school is directly linked to improved performance in examinations, which in turn should lead to further learning opportunities and better job prospects.

In addition, we know that good attendance in school helps to develop:

- Friendships
- Social skills
- Life skills

- Cultural awareness
- Team values
- Career pathways

Pupils who regularly miss school without good reason are also more likely to become isolated from their peers and friendships groups, to underachieve in examinations and/or become involved in anti-social behaviour. In addition, Keeping Children Safe in Education, 2025, makes clear that Children absent from education are at significant risk of being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life. For the most vulnerable of pupils, research has also shown associations between regular absence from school and crime. Therefore, regular attendance to school is one of the most important protective factors and the best opportunity for needs to be identified and appropriate support provided.

Attendance and Punctuality – Lost Learning Hours

Attendance	Impact	Hours lost per year	Minutes Late Each Day	Impact per year
100%	0 days lost	0 hours lost	5 minutes	3.5 days lost
95%	9 days lost	45 hours lost	10 minutes	7 days lost
90%	19 days lost	95 hours lost	15 minutes	10.5 days lost
85%	28 days lost	140 hours lost	20 minutes	14 days lost
80%	38 days lost	190 hours lost	25 minutes	17.5 days lost
70%	46 days lost	230 hours lost	30 minutes	21 days lost

3. Legislation and Guidance

This policy meets the requirements of the statutory guidance: [Working Together To Improve School Attendance](#) from the Department of Education (DfE), and refers to the DfE’s statutory guidance on School Attendance Parental Responsibility Measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of The Education Act 1996
- Part 3 of The Education Act 2002
- Part 7 of The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (2010, 2011, 2013, 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

[School census guidance](#)

[Keeping children safe in education 2025](#)

[Mental health issues affecting a pupil’s attendance: guidance for schools](#)

4. Roles and responsibilities

Trust Board

The Trust Board is responsible for:

- Setting Trust wide policy, ensuring that this meets statutory requirements and is adopted by all of the Trust's schools
- Setting high expectations of Trust leaders in relation to pupil attendance
- Regularly reviewing and challenging Trust wide attendance data and holding Trust leaders to account around the implementation and application of Trust policy

Trust Executive and Central Team

The Trust Executive and Central Team are responsible for:

- Promoting the importance of pupil attendance across the Trust
- Making sure school leaders fulfil expectations and statutory duties
- Holding school leaders to account for the application of this policy and the impact of this on attendance data
- Reviewing and challenging attendance data on a regular basis

The Principal and School Senior Leadership Team

The Principal and Senior Leadership Team will offer a clear vision for attendance and punctuality, underpinned by exceptionally high expectations and the TEAM Education Trust, mission, vision and values. Senior Leaders are to ensure that staff, pupils and families understand that absence and lateness to school is a potential safeguarding risk and understand their role in Keeping Children Safe in Education. Senior Leaders will actively promote attendance at all levels of the organisation to build up a culture of great attendance.

To do this, the Principal and all of the Senior Leadership Team will be responsible for:

- Managing the Admission and Attendance registers
- Implementation of this policy at the school
- Monitoring attendance figures for the whole school and reporting these to the Trust's Safeguarding and Attendance Manager.
- Making sure staff receive adequate training/CPLD on attendance so they understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirement for keeping registers
 - The school's strategies for tracking, following up on and improving attendance
- Making sure dedicated training/CPLD is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Using details and granular data analysis to lead on all universal strategies and interventions
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed penalty notices, where necessary
- Working with the parents of pupils with special educational needs and/or disabilities (SEND)
- Communicating with the Local Authority when a pupil with an EHC plan has failing attendance and/or punctuality
- Communicating the school's high expectations for attendance and punctuality regularly to pupils

Senior Attendance Champion – Joanna Crook- Principal

The Senior Attendance Champion is the strategic lead for attendance and is responsible for leading attendance across the school, including:

- Leading, championing an improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance and punctuality
- 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, robustly quality assuring
- Liaising with pupils, parents, TEAM Early Help and external agencies, where required
- Building productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils, parents, TEAM Early Help and external agencies
- Delivering and/or coordinating targeted intervention and support to pupils and families

Attendance Manager- School Business Officer

The school Attendance Manager is responsible for:

- Ensuring absence procedures are followed in line with this policy and the Trust Attendance Principles
- Entering codes accurately and keeping the attendance register in line with legislation
- Keeping records of reasons for absence for detailed analysis
- 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 Senior Attendance Champion and SLT
- Working with TEAM Early Help and the Safeguarding and Attendance Manager to tackle persistent and severe absence
- Working as part of the safeguarding team to report and follow up any concerns
- Advising the Principal when to issue fixed penalty notices

Class Teachers

Class Teachers are responsible for:

- Recording attendance on a daily basis, using the correct codes
- Recording all attendance and punctuality, accurately, on the school MIS (Management Information System)
- Recording registers in a timely manner
- Giving attendance a high profile and emphasising the importance of school attendance
- Making pupils feel welcome and supporting them after an absence or when late to school
- Forming positive relationships with parents and families
- Helping pupils catch up on missed subject content after absences

School Office Staff

School office staff maybe responsible for taking calls and reading messages about absence on a day to day basis and recording it accurately. They will also transfer calls from parents to relevant staff to provide them with more detailed support on attendance. They will input codes accurately and ensure that pupils who are late and pupils leaving during the day are accounted for. Office staff work closely with the attendance and safeguarding team, as well as TEAM Early Help.

TEAM Early Help

TEAM Early Help are responsible for:

- Attending attendance panel meetings, where appropriate, as requested by the Principal and/or Senior Attendance Champion

- Undertake home visits to establish reasons for absence and to complete school safe and well checks
- Fostering positive relationships with pupils and their families
- Supporting with intervention and reintegration plans, where appropriate
- Identifying areas of support and delivering targeted interventions
- Working with external agencies, where required
- Working closely with the attendance and safeguarding teams
- Recording accurately information for progress monitoring and data analysis

Parents

Parents are expected to:

- Make sure their child attends every day, on time
- Call the school to report their child's absence before (insert time) on the day of absence and each subsequent day of absence and advise when their child is expected to return to school
- Provide the school with more than one emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Provide evidence of appointments that coincide with the school day
- Keep to any attendance contracts that are made and accept support when it is offered, acting in the best interests of the child and supporting good attendance
- Inform the right people, as early as possible, if there are any challenges around attendance
- Not to undertake periods of term time absence, where their child is not in school, unless there are exceptional circumstances

Pupils

Pupils are expected to:

- Attend school every day, on time
- Let school staff or trusted adults they work with if there are any difficulties at school or home to allow for school to support

5. Reporting Absence

Parents are expected to provide an acceptable reasons for every absence and will be able to report and absence on the day by contacting:

Phoning School

Using the messaging service on Class Dojo to the school office and/or class teacher.

In person at the school office.

Parents are requested to make contact with the school on each day of absence, even where pupils are absent for consecutive days, unless otherwise agreed by a member of the attendance or safeguarding team.

If absence reasons are medical, evidence will need to be provided, such as stamped medical card, appointment letter, appointment text message, prescription, in order for the absence to be authorised.

The school will record absence for physical or mental illness as authorised, unless there is concern about the authenticity of the illness. 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,

accordingly. A full list of authorised and unauthorised reasons for absence can be found in section 7.

Where communication is not made with the school about the reason for pupil absence, this will be deemed as 'unauthorised absence'. Parents will receive contact from the school to establish reasons for absence. Calls will be made from the beginning of the school day and will be completed by (Insert time) on the same day and follow up will be outlined:

- If a pupil is absent without communication, the school will attempt to contact parents. You will receive a text message via Dojo after morning registration to request that you contact school to report the reasons for your child's absence. If you do not report your child's absence and the reasons for absence, you will receive a phone call from the school. If the school are unable to contact you, you may receive a home visit- even if it the first day of absence to undertake a school safe and well visit, especially if the child is considered vulnerable
- When a pupil is absent for two or more days without the school being provided a reason for absence, a school safe and well visit will be undertaken by the school, TEAM Early Help team or a member of the Trust's central team. These visits are supportive visits and are intended to establish if any actions need to be put in place in order to support a child's return to school.
- If after phone calls and home visits, a reason for absence can't be established within 5 days, the school may refer to external agencies for support, where we may also contact Children's Social Care services/Starting Point.
- For extended periods of absence without reasons, we may also contact the Child Missing Education (CME) team at the Local Authority and/or sibling schools to support with enquiries about the whereabouts of a child.
- If a child is absent from school for 20 days (or 10 days after an authorised holiday) and their whereabouts are unknown or they are reported to have left the area, a referral to the relevant Local Authority CME team will be made and following all reasonable steps to established the whereabouts of the child, will be removed from the school roll.
- Where pupils are identified as vulnerable, such as having SEND, a social worker, a looked after child (LAC) or we have a safeguarding concern, if communication is not made on day one of absence, procedures will be followed through more swiftly with school welfare checks requested on day one if deemed necessary.
- If a child has been absent for a period of 5 consecutive days, 3 consecutive days if considered vulnerable, and there is an explained reason for absence, a school safe and well check will be undertaken to ensure the school is fulfilling its safeguarding responsibility and to support with a reintegration back into school following a period of absence.

Reporting and Requesting Planned Absence

Attending medical or dental appointments during the school day will be marked as 'authorised' absence as long as the pupil's parent notified the school in advance of the appointment by requesting a leave of absence. You will need to show your appointment text or letter to verify your child's appointment to do this.

However, we encourage all medical and dental appointments to be made out of school hours, where possible. Where this is not possible, the pupil should be absent from school for the minimum amount of time necessary by either attending school prior to the appointment if not first thing in the morning and returning promptly to school following their appointment. Where possible, to minimise disruption to learning, appointments should be made at the start or end of the school day.

Parents must also apply for other types of term time absence as far in advance as possible of the requested absence. Section 7 will outline which term time absences will be authorised and which will be unauthorised.

6. Recording Absence

All Schools are required by law to keep an attendance register. The school uses an electronic system (ARBOR) to accurately record attendance and punctuality to school on a daily basis.

The attendance register marks whether pupils are:

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

At the start of each day, pupil's are to be onsite by 8.25am. Each morning, pupils will have registration with their class teacher from 8.30am where they receive their registration mark. Any pupils arriving late after 9am will need to report to the school office with reasons for lateness which will be recorded on the school attendance register using an 'L' code. Afternoon attendance is recorded during their afternoon session, usually following lunchtime.

By law, all schools are required to close their register 30 minutes after they open and schools are required to record a 'U' code for any pupils arriving after this point. Registration closes at 9am and any pupil arriving after this time will be marked as 'U' code and will lose half a day of attendance.

Any amendments 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 the position of the person who made the amendment

We will also record:

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

Lateness and Punctuality

- The statutory register of the school closes at (insert time). After this point, a pupil arriving late without prior notice or a reasonable explanation will receive an unauthorised absence mark.

A pupil who arrives late:

- Before the register has closed will be marked as late using the appropriate code (L)
- After the register has closed will be marked as absent using the appropriate code (U)

If a pupil arrives late, either before of after closing of the register, a pupil must (insert late procedures) and a reason for lateness is required. If an acceptable reason for lateness is not

provided at the time of arrival, parents will be contact by the school by message or phone call to ascertain the reasons for lateness.

Persistent Lateness

The school sets high expectations and for pupils who persistently arrive late (whether before or after the register has closed) not only hinders their progress, but also disrupts the learning of others. The class teacher and the school attendance and safeguarding team will monitor late arrivals and will follow this up through:

- Messages to parents
- Letters home
- Punctuality Panels
- Pupils need to arrive to school on time in order to be prepared for their day ahead. If they are late numerous times across the week, the following phone calls will be made:
 - 1 late in a week - phone call by office
 - 2 lates in a week - phone call by teacher
 - 3+ lates in a week – phone call home by Senior Leadership Team and Parent meeting arranged.

All lates and conversations with parents will be logged centrally by the school.

If a pupil is persistently late to school and has two parent meetings across a half term, a Punctuality Panel meeting will be called, often involving the Principal, Vice Principal, where a child has SEND, the school SENDCo and a representative from TEAM Early Help. A home/school agreement will be a requirement following the meeting to demonstrate to the school that parents are supporting punctuality and are at the forefront of any improvement. School staff will work with pupils and families regarding punctuality and attendance and provide support, where it is required.

To support pupils to attend and be punctual, the school runs a breakfast club before school to ensure that pupils can start the day positively and be on time. Arrangements can be made to support pupils to attend breakfast free of charge and if a pupil is persistently late, pupils may be referred to breakfast club to support punctuality and attendance.

If all of the above are unsuccessful, the school will have to take appropriate measures, including using legal channels in accordance with Local Authority policy. This may mean that court action is taken. Every U code counts as half a days unauthorised absence and may result in fixed penalty action or prosecution.

Recording Attendance at offsite provision/dual registered pupils

- Attendance at alternative provisions is monitored daily and recorded on the school's MIS system.
- On commissioning of the alternative provision, arrangements will be made by the school and respective placement to ensure daily monitoring of attendance, this will be communicated to parents to ensure parents know who to report absence to.
- Pupils will be given a B code when they have attended external alternative provision and any absences will be recorded using the appropriate code.
- Some alternative provisions, as well as managed moves, are used on a dual registration basis. In these cases, pupils will be given a 'D' code when they are on roll with the provision for all periods of where the pupil is expected to attend the other provision/school.
- Home visits will be made by school staff in the event of absence, where appropriate.

- Once a placement is commissioned, pupils must attend. Failure to do so will result in the same consequences as nonattendance within the school. Nonattendance at the provision or other school may also result in this arrangement being terminated due to it being considered as not having a positive impact in supporting the pupil.
- School will regularly request attendance certificates for pupils attending a dual registered provision or other school.

Reporting to parents

Children's attendance is available to all parents upon request. Attendance will be discussed in parent consultation meetings in Autumn and Spring and reported via the end of Year report in the Summer Term. In addition to this, where there are attendance concerns, additional communication will take place. This may be in the form of a phone call or Dojo message initially and then followed up with letters.

7. Authorised and Unauthorised Absences

Medical and illness

Children should attend school on every possible day they can. Mild illnesses such as colds and coughs should not prevent a pupil from coming to school. Guidance for school leaders on authorising absence for mild illnesses, or mild anxiety, from the chief medical officer can be found [here](#) and details when parents should make sure pupils attend.

Approval for term-time absence

The Government's amendments of the Education Regulations 2006 removed the right of Headteachers/Principals to authorise family holidays and extended leave. The school policy therefore reflects this legislation.

The Principal will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the Principal's discretion, including the length of time the pupil is authorised to be absent.

The school considers each application for a term-time absence individually, taking into consideration the specific facts, circumstances and relevant context behind the request. Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence. Leave of absence forms can be obtained from (insert details here). The Principal may require evidence to support any request for leave of absence, including plane tickets, medical evidence, letters from authorities (not exhaustive).

Valid reasons for authorised leave of absence include:

- Illness (including mental illness) and medical/dental appointments that are unavoidably during the school day
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the religious body to confirm whether the day is set apart. The school will authorise up to two days for a religious absence per academic year and one day per religious event.
- Traveller pupils travelling for occupational purposes- this covers Roma, English and Welsh Gypsies, Irish and Scottish travellers, show/fairground workers 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 is not known whether the pupil is attending educational provision.

Fines and Sanctions

The school or Local Authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age. The school has a responsibility to share information about unauthorised absence to the Local Authority. This can lead to the issuing of a fixed penalty notice from the authority. If issued with a fine, or penalty notice, each parent must pay £80 per pupil within 21 days or £160 within 28 days. The payment must be made directly to the Local Authority. Fines are issued per pupil and can be issued to each parent liable for the offence or offences.

Penalty notices can be issued by the Principal Local Authority Officer or the Police.

The decision on whether or not to issue a penalty notice may take into account:

- Whether the national threshold for considering a penalty notice has been met (10 sessions/5 days 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 support, a notice to improve or other legal intervention would be more appropriate
- Whether any obligations the school has under the Equality Act 2010 make issuing a notice inappropriate

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 suspension or exclusion, where the school has notified the parents that the pupil must not be present in a public place.

If the payment has not been made after 28 days, the Local Authority can decide whether to prosecute or withdraw the notice.

If a second penalty notice is issued to the same parent in respect of the same pupil, within a 3 year period, 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 issued of the first penalty notice. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include considering prosecution, but may include other tools such as one of the other attendance legal interventions. This can include prosecution in a Magistrates' Court and a potential fine of £2500 – as well as a criminal record for the parent.

Notices to Improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage.

Notices to improve are issued in line with processes set out in the Derbyshire County Council guidance on <https://www.derbyshire.gov.uk/education/attendance-missing-home-education/attendance-missing-home-education.aspx> and are expected to include:

- Details of the pupil's attendance record and details of the offences.
- The benefits of regular attendance and parents' duty under [section 7 of the Education Act 1996](#).
- Details of the support provided so far.
- Opportunities for further support and the option 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 improvement is not secured within the improvement period.
- A clear timeframe for the improvement period of between 3 and 6 weeks.

- Details of what sufficient improvement within that timeframe will look like.
- The grounds on which a penalty notice may be issued before the end of the improvement period.

8. Promoting and Supporting Attendance

The school recognise that poor attendance can be an indication of difficulties in the child's life. This may be raised 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, for event, divorce/ separation, incidents of domestic abuse. This will help the school identify any additional support that may be required.

The school also recognises that some pupils are more likely to require additional support to achieve excellent attendance, for example, pupils with special educational needs and/or disabilities, those with physical or mental health needs, pupil's with a social worker and looked after children.

Pupils with Medical Conditions and special educational needs and/or disabilities

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as they are for any other pupil. As a school, will be mindful of the barriers these pupils face when working with their parents to improve attendance and will put additional support in place where necessary to help them access their full-time education. Having sensitive conversations and developing good support for pupils with physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual healthcare plan where needed.

The school strive to ensure the promotion of great attendance is by ensuring that pupils receive the best possible experience on a day-to-day basis to ensure that they are excited to attend school, feel a sense of belonging and are supported to experience success in their learning. As a school, therefore, we put on a range of extracurricular activities on each day of the week. We also ensure that each and every day, pupils feel warmly welcomed into the school and that they are offered broad and exciting curriculum. Part of our universal offer is to provide a breakfast each morning; access to a trusted adult drawing the day; high quality teaching; a fair and proportionate policy for positive behaviour and regular communication with parents. In addition, to support and encourage pupils who might find attendance at school more difficult, we also implement a range of strategies.

Strategies include:

- Morning meet and greet
- Inclusive Attendance approach
- Daily check-ins with pupils throughout the day
- Regular 1:1 attendance mentoring for identified groups of pupils
- Regular attendance panels to understand reasons for absence and discuss support
- Involvement from TEAM Early Help
- Attend Framework intervention – covers emotional based school avoidance (EBSA)
- A counsellor
- Bespoke time tables (full time), where appropriate
- Nurture Provision

In exceptional circumstances, the school, in collaboration with parents and in consultation with external agencies, where appropriate, may implement a part time timetable to support regular attendance. This will only be in exceptional circumstances, as a short term supportive measure, with regular review meetings being undertaken. Where a part time timetable has been implemented, the school will follow Local Authority processes to ensure the Local Authority are notified of any arrangements, provide updates throughout and when the arrangement ceases.

Attendance Recognition

Recognising good and excellent attendance and celebrating improvements in attendance is key. Positive points will be issued on Dojo to all pupils to acknowledge good attendance or have improved attendance, at regular intervals.

Pupils who have above 96% attendance or have made improvements to their attendance will be entered into TEAM Education Trust initiatives throughout the academic year.

- Weekly Dojo's:
Anyone with 100% for a week – 5 dojo points.
Flexibility to award to increasing attendance- teacher's discretion.
Anyone who makes it out of the red zone (under 90%) – 20 points.
Anyone who makes it out of the yellow zone (above 96%)- 20 points.
- Weekly Attendance Certificate Celebration assemblies
- Termly certificates for individuals
- TEAM Attendance Rewards
- Attendance Buddies also identify rewards as part of their pupil leadership group.

Attendance achievements will be communicated to families regularly through Dojo.

9. Attendance Monitoring

The school will monitor attendance and absence data weekly, half termly, termly and yearly across the school and at an individual level. Analysis of data will help identify whether or not there are particular groups of children whose absences may be a cause for concern.

Pupil level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school level absence data is published alongside the national statistics. The school will compare attendance data to the national average and share this with the Local Governing Board and TEAM Education Trust Executive and Central Team, which will also be shared with Trustees and members.

Analysing Attendance

The school will analyse attendance and absence regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families. We will look at historic and emerging patterns of attendance and absence and develop and implement appropriate strategies to address these.

Using data to improve attendance

The school will provide regular attendance reports to class teachers and to school leaders to facilitate discussions with pupils and families and use data to monitor and evaluate the impact of any interventions implemented in order to modify them and inform future strategies.

Identifying and supporting Persistent and Severely Absent Pupils

Persistent absence is where a pupil misses 10% (19 days) or more of school and severe absence is where a pupil misses 50% or more of school. Research shows that missing 10% or more of school significantly reduces the pupil's ability to achieve good qualifications and be a happy and healthy individual. The school will work with parents, staff, agencies and pupils to prevent children falling into either of these categories.

The school will use data to identify patterns and trends of persistent and severe absence. We will hold regular meetings with parents who the school (and/or Local Authority) consider to be vulnerable and those who are persistently or severely absent to discuss attendance and engagement with school. We will discuss wider support services in order to remove barriers to attendance.

Pupils with attendance close to and below 95% will be closely monitored and will be subject to supportive casework as a preventative intervention to avoid pupils reaching persistent absentee status.

In order to prevent pupils from falling into the persistent absence category, the school will:

- Use attendance data to find patterns and trends in their attendance
- Speak with the pupil and families to establish if there are any wider concerns and the barriers for nonattendance, especially those considered by the school or Local Authority to be vulnerable and at risk of persistent absence
- Consider potential safeguarding issues and where suspected or present, address them in line with Keeping Children Safe in Education and follow safeguarding and child protection procedures
- Pupils with attendance below 90% will have more intensive supportive casework as a preventative intervention to avoid further nonattendance.
- 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 and follow safeguarding and child protection procedures
- Hold regular meetings with the pupil and families, especially those considered by the school or Local Authority to be vulnerable and at risk of persistent and severe absence. The meetings will involve:
 - Discussing attendance and engagement at school
 - Listening, being empathetic, supportive and understanding of the barriers to attendance
 - Explain that help and support is available
 - Explain the potential consequences of and sanctions for persistent and severe absence
 - Review any existing actions and interventions
 - Decide on any new or different strategies to support
- 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 the barriers to attendance and to re-engage pupils and their families, sensitively considering the reasons for absence.
- If all processes are unsuccessful and attendance continues to fall below 70%, the school will consider the legal sanctions. If there is another underlying cause of absence, we will consider referring to other agencies. Our aim is always to work with families to improve attendance through all of the interventions in place. However, where families are not engaging with the support, we will have to take further action, which will include legal processes.

Reintegration after significant absences:

The school will make every effort to reintegrate pupils successfully back into the school following long periods of absence. This might include:

- Phased returns and reduced timetables, in exceptional circumstances
- Bespoke timetable
- A catch up plan to support with accessing missed learning
- Mentoring
- An attendance support plan agreed with pupils and parents
- Identified safe spaces and trusted adults
- Weekly/regular reviews on progress

Identifying and supporting Children who are absent from and missing education:

As a school, we recognise that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. School will take appropriate actions to identify when problems are first emerging, but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

A pupil is considered to be 'Missing in Education' if they have been absent for 20 consecutive days from the school, with no reason for absence being given or if they have not returned for 10 consecutive school days after returning for an authorised absence. Where a child is identified as missing education, school will undertake reasonable enquiries to establish the whereabouts of the child as well as complying with our statutory duty to inform the Local Authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education- Statutory Guidance for Local Authorities \(DfE September 2016\)](#).

10. Links with other policies

This policy links to the following policies:

- TEAM Accessibility Plan
- TEAM Admissions Policy
- TEAM Behaviour Policy
- Child Protection and Safeguarding Policy
- TEAM Exclusions Policy
- TEAM SEND Policy
- TEAM Supporting Students with medical conditions Policy
- TEAM Supporting Students who cannot attend school
- TEAM Trips & Visits Policy

Appendix A: Coding

The following codes are taken from the DfE's guidance on school attendance, and the DfE definition and guidance is adopted.

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 school		
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
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	Work experience	Pupil is on a work experience placement
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 is on study leave during their public examinations
X	Not required to be in school	Pupil is 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	Gypsy, Roma, and Traveller absence	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	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Excluded	Pupil has been suspended or excluded 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 the school is not within walking distance from their home and transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open

Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal Justice Detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In Police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other avoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent- unauthorised absence		
G	Unauthorised holiday	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 closed
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	Arrival in school after registration closed	Pupil arrived late, after the register has closed but before the end of the session
Administrative codes		
Z	Prospective pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned whole school closure	Whole school closure that are known and planned in advance, including school holidays

Appendix B: Removing Barriers Flowchart

(From Working Together to Improve School Attendance)

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively in partnership with, not against families. Partners should work together to:

Expect:

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

Monitor:

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

Listen and understand:

When a pattern is spotted, discuss with pupils and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

Facilitate support:

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

Formalise support:

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.

Enforce:

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

Appendix C: Responsibilities

All pupils	Pupils at risk of persistent absence	Persistently absent pupils	Severely absent pupils	Pupils with lower attendance than peers	Support for pupils with SEND with poor attendance	Support for pupils with a social worker	Monitoring
Parents are expected to:	Parents are expected to:	Parents are expected to:	Parents are expected to:	Parents are expected to:	Parents are expected to:	Parents are expected to:	Parents are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (eg sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance</p> <p>Book any medical appointments around the school day where possible</p>	<p>Work with the school and the Local Authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Work with the school and the Local Authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered- including any new parenting contact or voluntary Early Help plan to prevent the need for legal intervention.</p>	<p>Work with the school and the Local Authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered- including any new parenting contact or voluntary Early Help plan to prevent the need for legal intervention.</p>	N/A	<p>Work with the school and the Local Authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered</p>	<p>Work with the school and the Local Authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered</p>	<p>Schools regularly update parents on their child's attendance</p>

Appendix D: Legal Interventions

Education supervision order:

Either local authority can apply for an education supervision order, but it will usually be the home LA that acts as the designated LA and therefore both local authorities should discuss and agree before proceeding.

Penalty notice:

The penalty notice must be issued in line with the National framework and local code of conduct for the area in which the child goes to school, and if issued by a Local Authority, it must be the school LA. The National threshold for issuing penalty notices is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions can be consecutive (e.g 10 sessions of holiday in one week) or not (e.g 6 sessions of authorised absence taken in one week and one per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn term) and different schools.

Prosecution:

Either local authority has the power to prosecute, but in general it should be the school LA that takes forward prosecutions under section 444(1) and (1A) of the Education Act 1996. It is, however, good practice for the school LA to inform the home LA that legal action is being taken.

Parenting orders:

Where a prosecution leads to a parenting order, the court will specify a reasonable officer in line with section 372(5) of the Sentencing Act 2020. Both local authorities should discuss under grey who is most appropriate to act as responsible officer in advance of seeking the order, within the statutory requirements. The most appropriate officer will often depend on the reason for absence.

School Attendance Orders (SAOs):

Where it appears a child of compulsory school age in their area is not receiving suitable education, either at school or otherwise than at a school (such as unsuitable home education), that local authority (the home LA) is responsible for serving a notice and if necessary a SAO in line with sections 437 to 442 of the Education Act 1996. Likewise, if prosecution for breaching the SAO is deemed necessary, it should be taken forward by the home LA.

Appendix E: Attendance Principles

All schools should adhere to the attendance principles in their approach to attendance. Each school should be able to evidence clearly, how they believe each principle is demonstrated in their setting; implemented with rigour; and have an accurate understanding of how successfully they feel each is embedded.

Excellent school attendance relies on rigour, tenacity and repeated and clear routines, systematically applied. It also relies on an in depth knowledge of the context and situation of the community being served, great relationships and a culture of truly high expectations for all. Importantly, the fundamental of great attendance is having a school where children feel welcomed, supported, included, creating a sense of belonging so they want to attend. We want to support, empathise and understand the challenges our pupils face - but we want to challenge poor attendance and ensure we are not tolerating anything but the highest possible.

The 23 Attendance Principles are:

1. All hands on deck - everyone has a responsibility for attendance
2. senior attendance champion - a dedicated senior leader who champions and promotes attendance
3. Data-driven - granular data collection and analysis to get to the root cause of attendance issues
4. Calendars, timetables and extracurricular - thought given to 'selling the day' to our pupils
5. Pastoral and attendance - all key staff should work together to a coordinated approach
6. People talk to people - interactions are our interventions. Limit answer phones for absence reports
7. Daily, weekly, termly routines - organisation and consistency around routines
8. Root cause of absence - we need to know the specific reasons for absence in our schools
9. Numbers not percentages - report on number of days
10. Close registers - arriving more than half an hour late after the start of the day results in a U code
11. Explicit on what is not authorised - clear verbal and written communication for unauthorised
12. Intervene early - trends not just thresholds - don't wait for a student to become PA – act early
13. Safeguarding - attendance and safeguarding our inextricably linked - robust processes
14. Clear communication (empathise but don't tolerate) - high expectations, high support, low threat
15. Welcome strategy - from the day of admissions to returning from absence - staff welcome pupils
16. EBSA - Staff are aware of EBSA and at least one member of staff is trained in emotional school avoidance, including the Early Help Team.
17. Scripts on scaffolds - don't leave language and interaction to chance
18. Regular whole staff training - staff have a clear understanding of their roles and responsibilities; Addressing root cause of absence
19. Building belonging – Training, thought and strategy of how to help pupils feel they belong
20. Filling the gaps in learning – Staff need to be clear on how to fill gap for pupils with absence
21. Pupil and parent panels - four key groups to understand issues, challenges and assets
22. reintegration plan - for all pupils who experience an absence of 5 days or more
23. PD – Personal development is key to supporting strong attendance

Appendix F - Example Nudge letter

Attendance matters – and you can help!

Dear Parent

I am writing to you because (pupil name) as missed more school than other pupils this year. (Pupil name) has been absent for (insert days) so far which is a percentage of (insert attendance %). The average attendance of (insert school name) in year (insert year group) is (insert attendance %), which means your child has missed more school than most other pupils.

When pupils miss school they fall behind. Just missing five days a year of school could decrease your child's chances of achieving well whether the absence is authorised or unauthorised.

We strive to support every child in achieving the best outcomes. We know pupils who are in school, on time, every day, have a better chance at making progress and reaching their full potential.

You could have a big impact on (insert pupil name) attendance and we appreciate your support and help.

Yours sincerely

Example messages

1. Falling below 95%/ below average/ declining:
Dear XXXXX. We are just letting you know that (insert pupil name) has missed X days of learning this year. This is more than the average for the school which is X. Please contact (insert staff name) if you would like to discuss your child's attendance. We know this could have a big impact.
2. Increasing attendance:
Dear XXXX
XXX's attendance has improved! This will have a big impact on learning. Thank you for ensuring X is in school as much as possible. We appreciate your ongoing support.

Example Absence letter

Dear parent

RE: Your child's attendance matters to us

Your child's attendance is X%

This means they have missed X school days

This year, XXX has missed over XX days of learning. Our aim is for all pupils to have 100% attendance. This would mean missing no more days of school. Our minimum expectation of 96% means that we would expect children to miss no more than two days per term (or 6 in a year).

We know that when pupils miss school they fall behind. Just missing five days a year of school could decrease your child's chances of achieving well by 10% - whether the absence is authorised or unauthorised. Pupils who attend school regularly on average also feel better connected, develop superior social skills and have higher self-esteem and confidence. Not being in school means your child is missing out on the essentials they need to be successful.

Our purpose is to support every child to achieve their very best. In order to do this, we would like you to ensure XXXXX attend school on everyday possible so that they can achieve better attendance this year and therefore maximise their chances of success. An extra 6 days of school could make all the difference. If you need any support regarding your child's attendance please contact the school to speak to a member of staff. We are here to help and want to see XXXXX in school, every day.

Thank you for supporting XXXX progress by ensuring they are in school, every day and on time. You could have a big impact on their attendance.

Yours sincerely

Principal

Example invitation to panel letter

Dear parent of _____

RE: Attendance Panel Meeting

Attendance	Unauthorised absence	Authorised absence	Target	Number of lates
%	%	%	%	
Number days	Number days	Number days	Number days	

I am writing because the school has ongoing concerns about _____ attendance and punctuality. The average number of missed days of school for a pupil is XXX. Your child has missed more days than most pupils.

I would like to invite you to an attendance Panel to discuss the matter in full. The meeting will be held at _____ on _____, at _____. A parenting contract maybe offered at the meeting; this is a plan that is agreed between you and the school and includes actions and targets to improve _____'s attendance. If you wish, you may bring a family member, friend or other representative to the meeting.

Staff are working at the school to support you to improve _____'s attendance, but it is important that you understand that we are required to consider legal proceedings where a parents fails to ensure the regular school attendance of their child/children. However, this is only considered when all plans to improve matters have failed. My initial role will be to try and support you in ensuring _____ attendance and punctuality improve.

We need to remind you of your legal responsibility to ensure you child attends school regularly, under section 444 of the 1996 Education Act. Failure to ensure regular school attendance can result in a fine of up to £2,500 and/or 3 months in prison.

Please don't ignore this letter. If for any reason this appointment is not convenient, please contact the school on _____.

Yours sincerely