St. Anne's and Guardian Angels Catholic Primary School

Attendance and Punctuality Policy

Approved by:	St Anne's and Guardian Angels Primary School Governing Body	**Date:** *Awaiting ratification by LGB*
Last reviewed:	October 2026	
Next review due by:	October 2027	

1. Aims

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

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

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

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

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

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools
- Ofsted's 2025 framework toolkit

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

1. Setting high expectations of all school leaders, staff, pupils and parents
2. Making sure school leaders fulfil expectations and statutory duties, including:
    a. Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority

    b. Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate

3. Recognising and promoting the importance of school attendance across the school's policies and ethos
4. 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
5. Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
6. Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
7. Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
8. 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
9. Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
10. Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
    a. The importance of good attendance
    b. That absence is almost always a symptom of wider issues
    c. The school's legal requirements for keeping registers
    d. 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
11. Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
12. Sharing effective practice on attendance management and improvement across schools]
13. Holding the Headteacher to account for the implementation of this policy

The school has an appointed link governor for attendance. Their role is to support the school with the above actions and report to the relevant Governing Body committees on progress and outcomes in relation to these actions.

3.2 The Executive Headteacher

The Executive Headteacher is responsible for:

1. The implementation of this policy at the school
2. Monitoring school-level absence data and reporting it to governors
3. Supporting staff with monitoring the attendance of individual pupils
4. Monitoring the impact of any implemented attendance strategies
5. Issuing fixed-penalty notices, where necessary, and/or authorising the Deputy Headteacher to be able to do so
6. Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
7. 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
8. Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
9. Sharing information from the school register with the local authority, including:

- Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
- Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
- Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

The designated senior leader responsible for attendance is: **Victoria Laxton, Head of School**
They can be contacted via office@stannesgaprimary.com

The designated senior leader is responsible for:

1. Leading, championing and improving attendance across the school
2. Setting a clear vision for improving and maintaining good attendance
3. Evaluating and monitoring expectations and processes
4. Having a strong grasp of absence data and oversight of absence data analysis
5. Regularly monitoring and evaluating progress in attendance
6. Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
7. Liaising with pupils, parents/carers and external agencies, where needed
8. Building close and productive relationships with parents to discuss and tackle attendance issues

9. Creating intervention or reintegration plans in partnership with pupils and their parents/carers
10. Delivering targeted intervention and support to pupils and families

3.4 The attendance officer

The school attendance officer is: **Victoria Laxton, Head of School**
They can be contacted via office@stannesgaprimary.com

The school attendance officer is responsible for:

1. Monitoring and analysing attendance data (see section 9)
2. Benchmarking attendance data to identify areas of focus for improvement
3. Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Headteacher
4. Working with education welfare officers to tackle persistent absence
5. Advising the Executive Headteacher when to issue fixed-penalty notices

3.5 Class teachers

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

3.6 School Admin/Office staff

School admin/office staff will:

1. Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
2. Transfer calls from parents/carers to the SLT Team where appropriate, in order to provide them with more detailed support on attendance
3. Monitor patterns in pupil absence and refer to the designated senior leaders responsible for school 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:

1. Make sure their child attends every day on time
2. Call the school to report their child's absence before registers close at 9:35am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
3. Provide the school with more than 1 emergency contact number for their child. If the child is in the Early Years Foundation Stage, provide more than 2 emergency contact numbers, where possible.
4. Ensure that, where possible, appointments for their child are made outside of the school day
5. Keep to any attendance contracts that they make with the school and/or local authority
6. Seek support, where necessary, for maintaining good attendance, by contacting the Headteacher, Deputy Headteacher or SENCO who can be contacted via office@stannesgaprimary.com

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

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

Any amendment to the attendance register will include:

1. The original entry
2. The amended entry
3. The reason for the amendment
4. The date on which the amendment was made
5. The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- For pupils of compulsory school age, 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 9:00am and ends at 3:20pm (Nursery and Reception) / 3:30pm (Years 1-6)

Pupils must arrive in school by 9:00am on each school day.

The register for the first session will be taken at 9:05am and will be kept open until 9:35am. The register for the second session will be taken at 1:05pm and will be kept open until 1:35pm.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9:35am, or as soon as practically possible, by calling the school office staff, who can be contacted via 02072476327 or office@stannesgaprimary.com

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

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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 and provides proof of the appointment.

Please provide proof of the appointment in person to the school office or by e-mail to office@stannesgaprimary.com

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

Good punctuality is important for pupils' wellbeing and academic progress. Therefore, if children are routinely late, this will be a cause for concern and the class teacher, SLT or SENCO will invite parents to meet in school to discuss how we might support the family to improve punctuality. If appropriate, and where more specialised support is needed, the school can make a referral to Early Help on behalf of the family.

4.5 Following up unexplained absence

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

1. 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 make a MAST safeguarding referral or contact the police if we have specific safeguarding concerns
2. Identify whether the absence is approved or not
3. 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
4. Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
5. Where relevant, report the unexplained absence to the pupil's youth offending team officer
6. Where appropriate, offer support to the pupil and/or their parents to improve attendance
7. Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
8. Where support is not appropriate, not successful, or not engaged with: 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 definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels. This will be done as follows:

1. At the end of every half term via the 'Individual Attendance Update Report'
2. In the pupil's 'Learning Passport', which parents receive termly at Parents' Evening Meetings
3. In their child's end of year school report

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:

1. Taking part in a regulated performance, or regulated employment abroad
2. Attending an interview for employment or for admission to another educational institution
3. Study leave
4. A temporary, time-limited part-time timetable
5. 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, significant, unavoidable and short". By 'unavoidable' we mean an event that could not reasonably be scheduled at another time, outside of school term time. The headteacher will take into account the child's overall attendance figure when making a decision regarding the application for leave of absence.*

Exceptional circumstances also include tare 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.

Any request should be submitted as soon as it is anticipated and, where possible, at least three weeks before the absence. Requests should be made in writing to the headteacher. You 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 promote good attendance in a variety of ways including:

- Talking about attendance in classrooms and assemblies
- Sharing whole school attendance figures for each class in Friday assemblies and awarding 10 minutes of extra play to the winning class
- Weekly prize draw for children with 100% attendance for the week
- Sharing attendance figures in the school newsletter
- Half Termly and Termly 100% attendance stickers / certificates awarded in assembly

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:

1. 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)
2. Whether a penalty notice is the best available tool to improve attendance for that pupil

3. Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
4. Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

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

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

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

Any barriers preventing regular attendance are best resolved between the school, the parents and the child. When a child's attendance becomes a concern, we will work with that family to understand the root problem and provide any necessary support. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services (including THEWS), a Child and Family Support Worker or the relevant Local Authority team/s. Where outside agencies are supporting the family, parents may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individualised attendance plan will be agreed and subsequently reviewed.

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

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have specific special educational needs and disabilities (SEND), or other vulnerabilities that may impact attendance. High expectations of attendance remain; however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adaptations and appointing a named key worker to support the child upon arrival to school and throughout their time in school. We can also seek additional support from external partners where appropriate. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional

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Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team/s.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

8.3 Pupils absent due to other barriers to attendance

We recognise that some pupils face additional barriers which may impact on their ability to attend school regularly. These barriers may include having special educational needs and/or disabilities (SEND), being disadvantaged, being known or previously known to children's social care, or other personal or family circumstances such as being a young carer.

We are committed to ensuring that all pupils are supported to overcome these barriers through a proactive, inclusive and pastoral approach.

Our approach includes:

- **Early identification and personalised support:**
  - Regular monitoring of attendance data by the Senior Leadership Team (SLT), Inclusion Lead and Designated Safeguarding Lead (DSL) to identify patterns of absence linked to vulnerability or need.
  - Early conversations with parents/carers to understand barriers and agree support plans.
- **Collaboration with key staff and services:**
  - Close partnership between the Class Teacher, SENCO/Inclusion Lead, Learning Mentor and Attendance Officer to ensure any reasonable adjustments are put in place.
  - Referral to external agencies such as the Tower Hamlets Behaviour and Attendance Support Service (BASS), Emotional Wellbeing Service, Early Help Hub or the Catholic Children's Society (CCS) Crisis Fund where appropriate.
- **Reasonable adaptations for SEND and other vulnerabilities:**
  - Adaptations to the start of the school day or part-time timetables (time-limited and regularly reviewed) to support reintegration where needed.
  - Flexible approaches to the curriculum or environment to reduce anxiety or sensory overload.
  - Provision of key adults and safe spaces for pupils experiencing emotional-based school avoidance (EBSA).
- **Targeted intervention and pastoral support:**
  - Individual Attendance Support Plans for pupils with complex needs, reviewed jointly with parents and external professionals.
  - Use of Early Help assessments to coordinate a multi-agency response where barriers extend beyond school.
  - Mentoring, breakfast provision, and enrichment opportunities to build engagement, confidence and belonging.
- **Monitoring and review:**
  - Fortnightly review of vulnerable pupils' attendance through the school's safeguarding and inclusion meetings.
  - Attendance data for these groups reported termly to governors and the Trust.
  - Evaluation of the impact of support to ensure interventions are timely, appropriate, well-chosen and targeted in line with Ofsted expectations.

Our aim is to ensure that every pupil, regardless of background or need, feels safe, valued and supported to attend school every day and to fulfil their potential in line with our Catholic mission of inclusion and compassion.

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

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

Where a child has been absent from school for a lengthy or unavoidable period of absence, the school will work with the parents and child to formulate a support plan if needed to support a return to school. Other professionals (for example, medical) may also be consulted as appropriate. This plan should include details of named staff nominated to support the child and family upon arrival back to school and any reasonable adjustments that may be required to support a return to school.

8.5 Prolonged absence for children in the EYFS

St Anne's & Guardian Angels recognises that good attendance habits begin in the Early Years Foundation Stage (EYFS). Regular attendance supports children's social development, emotional security and readiness for learning. We therefore monitor attendance for Nursery and Reception pupils as closely as we do for statutory school-age pupils.

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/safeguarding policy available on the school website or the school office upon request) and refer any concerns to local children's social care and/or request a police welfare check.

Our approach to prolonged absence in the EYFS includes:

- **Early communication and partnership with parents:**
  - Parents are reminded at admission meetings and through induction materials that consistent attendance in the EYFS is vital in supporting children's routines, social skills and early learning.
  - Where prolonged absence occurs (for example, two weeks or more), staff will contact parents promptly to understand the reason and to agree a plan for return.
- **Home contact and welfare checks:**
  - If a child is absent for more than three consecutive days without contact, the EYFS Lead or Attendance Officer will make a welfare call and, if necessary, a home visit may be arranged to ensure the child's safety and wellbeing.
  - For children with additional vulnerabilities (e.g. SEND, Early Help involvement, or known to social care), contact will be made sooner and additional checks completed by the DSL or Inclusion Lead.
- **Support for reintegration:**
  - On returning after a prolonged absence, staff will support the child to re-establish routines and relationships through flexible transition arrangements, key person support and close liaison with parents.

    - Where absence was due to medical needs or emotional factors, the Inclusion Lead or SENCO will review whether reasonable adjustments or support plans are required.
- **Monitoring and review:**
    - The Headteacher reviews EYFS attendance weekly to identify emerging concerns early.
    - Persistent absence in the EYFS is followed up through staged letters and meetings in the same way as for statutory-age pupils.
    - Patterns of absence are monitored and reported termly to governors as part of the school's overall attendance data.

Our aim is to promote a strong culture of attendance from the very start of a child's education, recognising that early engagement and partnership with families lays the foundation for lifelong habits of good attendance.

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/safeguarding policy available on the school website or the school office upon request) 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 an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

9.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence

- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

9.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed 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-ordinator, 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:

1. Use attendance data to find patterns and trends of persistent and severe absence
2. Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
3. 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
4. Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant

5. 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
6. 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 yearly by the Headteacher. 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:

1. Child protection and safeguarding policy
2. Behaviour policy
3. Supporting pupils with medical conditions
4. EYFS policy

Appendix 1: attendance codes

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

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

X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • 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