ST JAMES
C.E. PRIMARY SCHOOL

DREAM • BELIEVE • LEARN • ACHIEVE

"With God, there is no limit to what you can do. There is no obstacle you can't overcome. Through Him, all things are possible."
Matthew 19:26

Attendance Policy

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1. Introduction

At St James Primary School, we provide an environment and curriculum that enables and encourages all members of our school family to flourish. Our Christian vision from Matthew 19:26 states that “With God, there is no limit to what you can do. There is no obstacle you can’t overcome. Through Him, all things are possible.” We thoroughly believe that it is possible for all children to achieve well from their varied starting points. This can only happen if children have good school attendance so that they access the education that they are entitled to. Our policy is supported through the ‘Inclusive Attendance’ approach. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

2. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils.
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

3. Legislation and guidance

This policy meets the requirements of the working together to improve school attendance from the Department for Education (DfE) which came into effect from 19th August 2024. This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. St James adhere to the following key attendance acts in the UK:

- Education Act 1996
- Education (Pupil Registration) Regulations 2006
- Education (Penalty Notices) (England) (Amendment) Regulations 2024
- Education (Pupil Registration) (England) (Amendment) Regulations 2013
- School Attendance Code of Practice
- Child Employment Legislation
- Children Missing Education (CME) Statutory Guidance
- Section 19 of the Education Act 1996 (England and Wales)

4. Roles and responsibilities

The Governing Board

The governing board is responsible for:

- Having high expectations for pupil attendance and promoting the importance of this across the school’s ethos and policies.
- Ensuring that school leaders fulfil expectations and statutory duties.
- Taking a strategic approach to attendance. They consider attendance as a key performance indicator and monitor and challenge trends and patterns in attendance data.
- Reviewing attendance data regularly to identify and challenge trends and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensuring that school staff, including teachers and support staff, receive adequate training related to attendance.

Mr John Waring is the link governor for attendance.

Senior Staff

Senior staff play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance.

Senior Staff at St James will:

- Lead by example and emphasise the importance of regular attendance and set high expectations for all staff and students.

- Support the development, reviewing and implementation of attendance polices ensuring they are in line with statutory requirements.
- Monitor attendance data regularly, analysing trends and patterns. Use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.
- Establish clear expectations for staff regarding their role in promoting attendance.
- Provide adequate training and professional development opportunities for all staff to enhance their knowledge and skills in attendance-related matters.
- Support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.
- Promote parental engagement in attendance improvement initiatives.
- Be attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive appropriate support to attend school regularly.
- Implement attendance incentives to reinforce a positive attendance culture.
- Enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.
- Be alerted to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.
- Continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.
- Actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

The Attendance Champions

The role of an Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates. At St James, the designated **Senior Attendance Champion is Mrs Louisa Parkinson** (Deputy Headteacher). She is supported by the Attendance Officer (Pastoral Care Officer) who is **Mrs Debra McKinnon.**

The attendance champions at St James will work together to:

- Work closely with school leadership and staff to develop and implement effective attendance policies and procedures.
- Collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.
- Recognise that early intervention is crucial and identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.
- Work closely with parents and carers to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.
- Offer mentoring or coaching to children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.
- Connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.
- Continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.
- Design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.
- Provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.
- Be knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.
- Be vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.
- Collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.
- Regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.
- Contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

The attendance champions can be contacted via 01204 572587 or by emailing office@st-james-farnworth.bolton.sch.uk

Teachers and Teaching Assistants

Teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children.

The teachers at St James will:

- Be responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students and submit this promptly to the school administration team.
- Encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.
- Take immediate action when a child is absent without prior notification or a valid reason. This may involve contacting the school's attendance officer or designated staff member to report the absence.
- Support early intervention through identifying patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or carers and relevant support services.
- Maintain open lines of communication with parents or carers regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.
- Provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.
- Set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.
- Create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.
- Be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.
- Adhere to and implement the school's attendance policies and procedures.
- Collaborating with other school staff, such as attendance officers, counsellors, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.
- Implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.
- Be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.
- Engage in professional development around addressing attendance.
- Serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

At St James, we also recognise the importance that teaching assistants can play in promoting good attendance. We expect teaching assistants to support teachers and the attendance champions, with the expectations outlined above.

Parents

Parents play a crucial role in supporting attendance in our school. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

At St James, parents are expected to:

- Establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.
- Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.
- Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.
- Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.
- Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.
- Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.
- Participate in parent-teacher consultations and evenings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.
- Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.

- Address bullying or safety concerns through communicating with the school to ensure a safe and supportive environment.
- Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.
- Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.
- Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.
- Seek support if needed! If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies. We are here to help you!
- Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.
- Celebrate your child's achievements and milestones at school. Recognise their efforts and successes to boost their self-esteem and motivation.
- Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Pupils

Pupils also play a significant role in attending school regularly and ensuring their educational success. Here are some key roles and responsibilities that children can take on to support their attendance in school:

- Show a positive attitude and a commitment towards school and learning.
- Arrive at school on time each day.
- Take responsibility for their own education by completing homework and assignments on time.
- Build positive relationships with peers which can help make school a more welcoming place.
- Actively participate in classroom activities.
- Follow safety guidelines and rules at school to ensure their well-being.
- Respect teachers and school staff to foster a positive school environment.
- Maintain a healthy lifestyle through proper nutrition, regular exercise and adequate sleep to help contribute to overall well-being, which can reduce the risk of illness-related absences.
- Develop an awareness of the importance of attendance and its impact on their education.
- Seek support if a child is facing challenges in school that affect attendance.

5. Recording attendance

Attendance register

We will keep an 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 whether every pupil is:

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

Any amendment to the attendance register will include:

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

See appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity if 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 3 years after the date on which the entry was made.

Pupils may be removed from roll under circumstances where a child has transferred to another school, had a permanent exclusion, a parent has notified school (and the LA) that they wish to elective home educate their child or school has followed it's Child Missing in Education procedures alongside the LA.

Being on Time

Pupils from Reception to Year 6 must **arrive in school by 8:40am each school day**. The school doors open at 8:40am to accommodate this. Teachers will escort pupils into school at 8:45am and PCOs and SLT members will be on site to let children in through their designated door at until 8.50. Children who arrive after this must sign in at the school office. Teachers will mark the register from 8:45-8:55am. Children who arrive after 8:55am until 9:15am will be marked as late. **The register will officially close at 9:15am and children who arrive after that will be marked with an unauthorised absence.**

In the nurseries, the first session's register will be taken at 8:30am and closed at 8:55am.

The register for the second session (Years 1-6) will be taken at 1:00pm and will be kept open until 1:10pm. In the nurseries, and Reception class, the second session's register will be taken at 12:30pm and closed at 12:40pm.

The Attendance Officer/Pastoral Care Officer will be at the office door from 8:45am to welcome late children in to school, but to also monitor lateness and identify vulnerable children and trends.

Unplanned absence

It is the **responsibility of the pupil's parent/carer** to notify the school of the reason for the absence on the first day of an unplanned absence by 8:55am or as soon as practically possible by calling the school office on 01204 572587.

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

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

Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment. Please inform the school office either in person or via 01204 572587.

However, we encourage parents/carers 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. School will ask for proof of appointments.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 6 to find out which term-time absences the school can authorise.

Following up unexplained absence

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

- Call the pupil's parent/carer 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 carry out a home visit, contact any relevant social workers (assigned to individual children), the Integrated Front Door (Bolton social services) or police if there are serious concerns about a child's wellbeing.
- School will contact Bolton's Early Intervention Team each day a child, who is subject to a child protection plan, does not attend school.
- Identify whether the absence is approved or not.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the missed session.
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider contacting Bolton's Early Intervention Team for support and guidance. School may also begin to follow its procedures for children missing in education.

Reporting to parents/carers

The school will regularly inform parents about their child's attendance and absence levels through:

- Half termly attendance reports generated using our Insight Tracking system.
- Contact via teacher and/or attendance champion where concerns around attendance are raised.

6. Authorised and Unauthorised Absence

Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings. The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for. We define 'exceptional circumstances' as one off events that are unavoidable, examples may include the death of a close relative, attendance at a funeral or a housing crisis that prevents attendance.

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, leave of absence will not 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 for planned term-time absence should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence. This should be put in writing for the attention of the headteacher. The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- 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

Unauthorised Absence

School will mark pupil absence as unauthorised for the following (but not limited to) reasons:

- Parents keeping children off school unnecessarily or without reason.
- Truancy before or during the school day.
- Absences which have never been properly explained.
- Absences for illness where there are doubts about the authenticity of the illness.
- Arrival at school after the register has closed.

- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed. If a period of illness occurs immediately before or after a holiday request, the absence will also be recorded as unauthorised **until the school receives appropriate evidence**, such as a doctor's note **or** proof of holiday booking details. Parents/carers are responsible for providing this evidence and must submit it to the school office. **If no evidence is provided, the days of illness will be marked as unauthorised and will count towards the unauthorised holiday, possibly resulting in a fine.**

Legal sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The Local Authority can prosecute parents for the unauthorized absence of their child from school where the child is of compulsory school age.

Before issuing a penalty notice, the LA will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, or another legal intervention would be a more appropriate solution.
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the offence(s) can be issued with a penalty notice.

The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.

A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £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 issue of the first. 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.

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.

The payment must be made directly to the local authority. If the payment has not been made after 28 days, the local authority may proceed to prosecution.

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 with support.

Notices 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.

They 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 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

If voluntary support or attendance contracts are unsuccessful, an Education Supervision Order (ESO) can provide formal legal intervention without prosecution. Before proceeding with an ESO, the school and local authority should exhaust voluntary support options and ensure the order would benefit the pupil and parent. Persistent non-compliance with an ESO can lead to prosecution in the Magistrates Court by the local authority. Upon conviction, parents may face fines of up to £1,000. Local authorities have the power to prosecute parents for various offences related to attendance: Failure to comply with a school attendance order may result in fines of up to £1,000. Failure to secure regular attendance at school or alternative provision may lead to fines of up to £2,500 and/or imprisonment. Persistent non-compliance with an Education Supervision Order may result in fines of up to £1,000.

Strategies for Promoting Attendance

At St James, we have been inspired by the Inclusive Attendance visual model of a multi-tiered system of support to promote good attendance (see appendix 2). Each tier involves identified intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024. **This system sets out the school's strategy for reducing persistent or severe absence.**

In the first instance, where attendance concerns are raised, school will **offer support** to a family and/or pupil. If parents have concerns about their child's attendance, they can contact their child's class teacher or speak to one of our attendance champions:

Mrs Parkinson – Senior Attendance Champion/Assistant Headteacher

Mrs McKinnon – Attendance Champion/Pastoral Care Officer

Please contact the school office on 01204 572587 to request an appointment.

School will work closely with parents and pupils where there has been prolonged absence from school (such as illness, recovery from an operation, emotionally school-based avoidance) and the pupil is due to return or is still unable to attend. 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. Situations will be managed on a case by case basis.

Teachers will usually be the first point of contact to discuss concerns with a parent. If concerns are still present after support from the teacher, then an attendance champion will become involved if not already. It is at this point that school and parents may decide to implement an 'attendance contract'.

An attendance contract is a formal agreement between parents and the school or local authority to address irregular attendance, providing support as an alternative to prosecution. It is not legally binding but serves as a formal route to secure engagement with support when voluntary early help plans have not worked. An attendance contract aims to offer support rather than punishment.

To support the work that school does to develop and maintain a culture of promoting good attendance, we use the following incentives:

- Weekly class attendance recognition.
- Teacher text messages and phone calls for recognition of good/improved attendance.
- Thank you cards to be sent home for improved attendance.
- Weekly St James Monopoly Game which provides inclusive class prizes for good attendance.

Attendance monitoring

Monitoring attendance

The school will:

- Monitor absence every day and contact parents/carers if no reason for absence has been given
- Monitor whole school attendance every week to identify the classes/pupil groups where attendance is strong or of concern
- Monitor attendance and absence data every two weeks at an individual pupil, pupil group, class and year group level
- Monitor whole school attendance and absence data every half term to identify groups of children whose absence 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 governing board, and when requested, with Trustees.

School also makes use of Fischer Family Trust Attendance tracker and Insight Tracking attendance tracker to support analysis of attendance.

Analysing attendance

The school will:

- Analyse attendance and absence data regularly (see 'monitoring attendance' above) 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
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

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 it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see below)
- Provide regular attendance reports to class teachers to facilitate discussions with pupils and families, and to the governing board and school leaders (including SENDco, DSLs and pupil premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Will use the multi-tiered system of support (see appendix 2)
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 'legal sanctions')

Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every two years by the headteacher/senior attendance champion. At every review, the policy will be approved by the full governing board.

Appendix 1: attendance codes

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

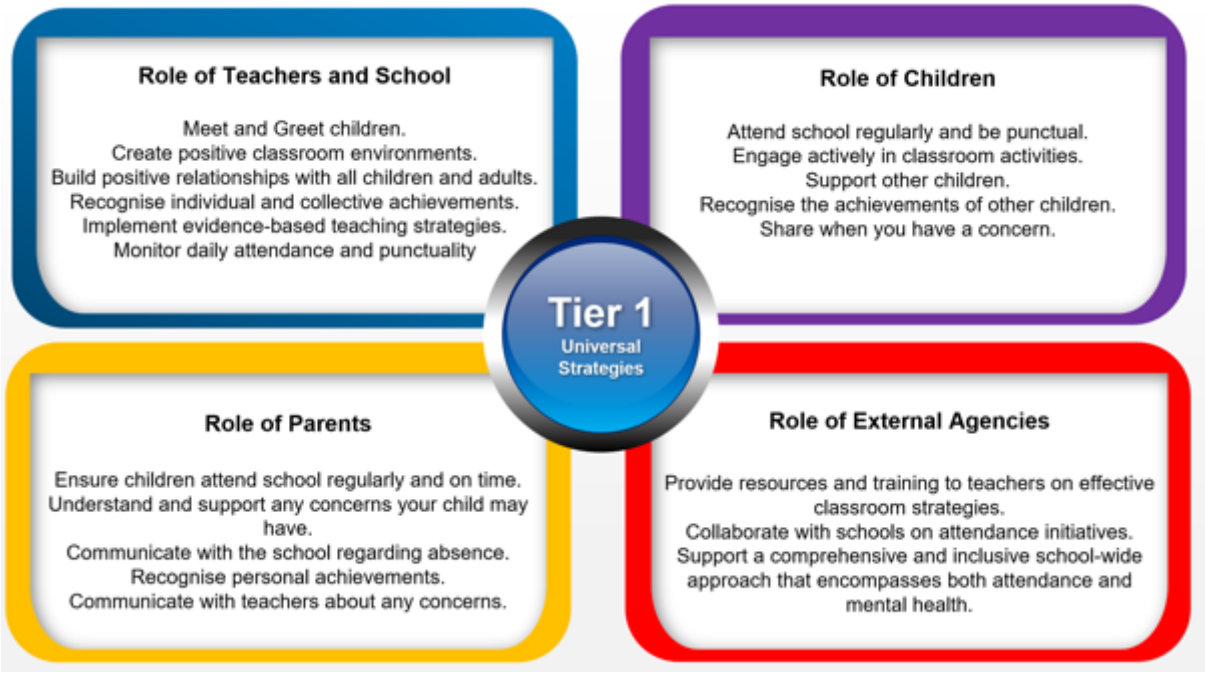
Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	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

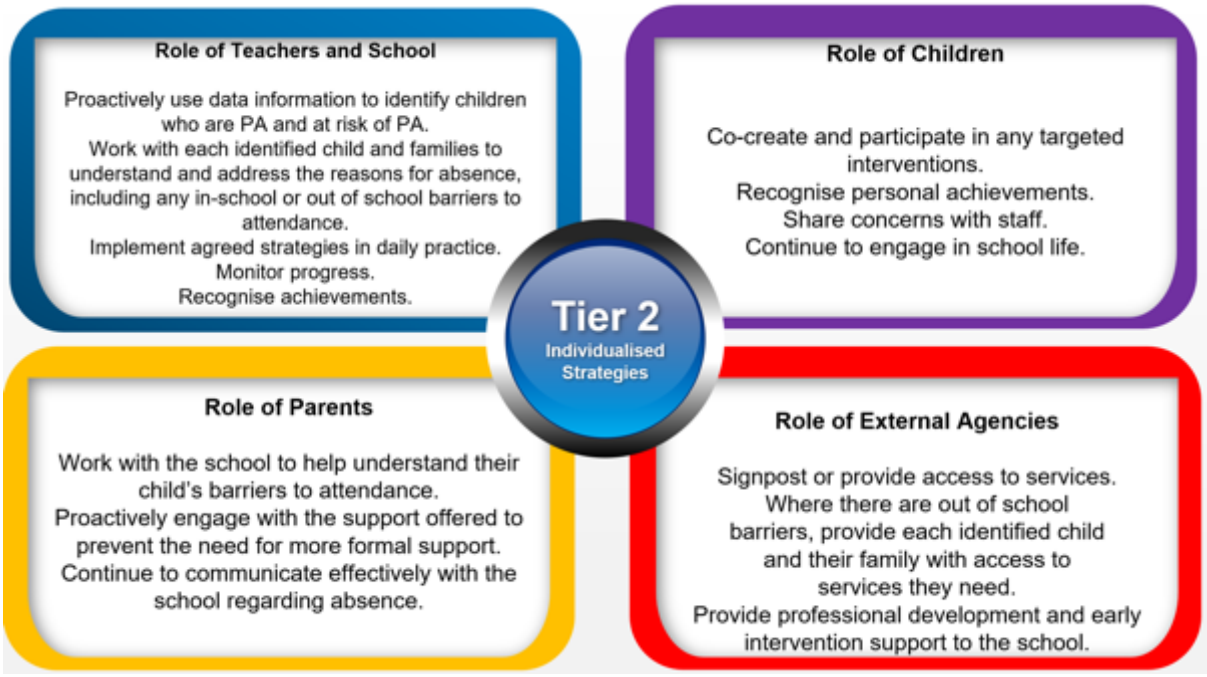
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence 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

Appendix 2: Inclusive Attendance Multi-Tiered System of Support

Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children



Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.

