ATTENDANCE POLICY

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RATIFIED BY THE DIRECTORS OF THE FALLIBROOME TRUST			
POLICY REVIEW DATE		This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the Trust Executive leadership team at every review, the policy will be approved by the full Trust board each Summer.	
DATE OF LATEST POLICY REVIEW		July 2025	
POLICY REQUIREMENT		Statutory	

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1. Aims

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

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence

- Ensuring every pupil has access to the full-time education to which they are entitled.
- Acting early to address patterns of absence.
- Building strong relationships with families to make sure pupils have the support in place to attend school.

We will also promote and support punctuality in attending lessons.

2. What has changed in this version

The policy has been reformatted in the Hilliard Trust style. There have been no changes since August 2024 to Working together to improve school attendance.

3. 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 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- https://www.legislation.gov.uk/uksi/2006/1751/contentsThe Education (Penalty Notices) (England) (Amendment) Regulations 2013

https://www.legislation.gov.uk/uksi/2013/757/regulation/2/madeIt also refers to:

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

4. . Roles and responsibilities

4.1 Role of the Trust Board

The Trust Board is responsible for:

a) **Strategic Oversight:**
   - Establish the overall vision and strategic direction for attendance across all academies within the Trust, setting high expectations of all school leaders, staff, pupils and parents.
   - Ensure that attendance targets and policies align with the Trust's legal obligations, including making sure the schools record attendance accurately in their registers, and share the required information with the DfE and local authority.

b) **Policy Development:**
   - Develop and approve the overarching attendance policy that sets the framework for individual academies.
   - Ensure that the policy complies with national guidelines and statutory requirements.

c) **Monitoring and Accountability:**

- Monitor attendance data across the Trust to identify trends, successes, and areas needing improvement.
- Hold the Trust executive team to account for the implementation and effectiveness of the attendance policy.

d) **Support and Resources:**

- Allocate resources to support initiatives aimed at improving attendance.
- Provide training and support for staff at individual academies to effectively manage attendance.

e) **Intervention:**

- Intervene when attendance issues are identified at an academy that require additional support or action beyond the capacity of the Local Board.

4.2 Role of the Local Board

The Local Board is responsible for:

a) **Policy Implementation:**

- Implement the Trust-wide attendance policy at the local level, tailoring it to fit the specific context of their academy.
- Develop supplementary procedures and practices that support the effective implementation of the Trust's policy.
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Holding the headteacher to account for the implementation of this policy

b) **Monitoring and Reporting:**

- Monitor attendance and punctuality within the academy.
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources.
- Making sure the school has high aspirations for all pupils but adapts processes and support to pupils' individual needs.
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most.

c) **Intervention and Support:**

- Identify and address attendance issues promptly.
- Collaborating with school leaders to set goals or areas of focus for attendance and providing support and challenge.
- Use resources and support provided by the Trust to address local attendance challenges.

d) **Engagement and Communication:**

- Ensure clear communication with all stakeholders regarding attendance expectations and policies.
- Ensure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:

- The importance of good attendance
- That absence is almost always a symptom of wider issues.
- The school's legal requirements for keeping registers.
- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners, and keeping them informed regarding specific pupils, where appropriate

- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data.

4.3 Role of the Headteacher

The Headteacher is responsible for:

a) **Leadership and Vision:**

- Providing leadership in promoting a culture that values regular and punctual attendance as essential for student achievement.
- Ensuring that the school's attendance strategies align with the overarching goals and policies set by the Trust Board and Local Board.

b) **Monitoring and Data Analysis:**

- Use data to inform decision-making and report findings to the Local Board and Trust Board as required.

c) **Intervention and Support:**

- Ensure that students and families understand the importance of regular attendance and the impact of absenteeism on learning.

d) **Staff Management and Training:**

- Ensure that all staff understand their roles and responsibilities related to attendance.
- Lead by example, demonstrating a commitment to high attendance standards.

e) **Engagement and Communication:**

- Communicating the school's high expectations for attendance and punctuality, the importance of attendance and the academy's expectations regularly to pupils and parents through all available channels
- Engage with students to foster a positive school environment that encourages regular attendance.

f) **Legal Compliance:**

- Ensure that the academy complies with legal requirements related to attendance.

g) **Review and Improvement:**

- Regularly review the effectiveness of attendance policies and practices.
- Implement improvements based on feedback, data analysis, and evolving best practices.
- Report on progress and challenges to the Local Board and Trust Board, suggesting any necessary policy changes.

4.4 Role of the Senior Attendance Champion

The Senior Attendance Champion is responsible for:

a) Policy Implementation:

- Leading, championing, and improving attendance across the school
- Implementing the MAT's attendance policy at school level, ensuring it is adapted to the local context while adhering to Trust-wide policy.

- Setting a clear vision for improving and maintaining good attendance
- Develop and communicate clear procedures for recording, monitoring, and addressing attendance and punctuality issues.

b) Monitoring and Data Analysis:

- Oversee the accurate recording and monitoring of attendance data daily.
- Establishing and maintaining effective systems for tackling absence and punctuality and making sure they are followed by all staff.
- Evaluating and monitoring expectations and processes
- Analyse attendance data to identify patterns, trends, and areas requiring improvement, reporting findings to the headteacher and Local Board as required.
- Benchmarking attendance data to identify areas of focus for improvement.
- Monitoring the impact of any implemented attendance strategies and reporting findings to the headteacher and Local Board as required.

c) Intervention and Support:

- Identify students with poor attendance and implement targeted interventions to support them.
- Work closely with staff, parents, and external agencies to address underlying issues affecting attendance.
- Supporting staff with monitoring the attendance of individual pupils

d) Staff Management and Training:

- Provide training and support for staff to effectively manage and promote good attendance.
- Lead by example, demonstrating a commitment to high attendance standards.

e) Engagement and Communication:

- Building close and productive relationships with parents to discuss and tackle attendance issues.
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Address parental concerns and provide guidance on how to support their child's attendance.
- Working with the SENDCO and parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where pupils with SEND face in-school barriers.
- Communicating with the SENDCO and 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.

f) Collaboration:

- Providing regular attendance reports to form tutors/ class teachers/ school staff for students where attendance is a concern and support them in their role in working with families.
- Working with education welfare officers to tackle persistent absence.
- Work with the Local Board, Trust Board, and other headteachers within the MAT to share best practices and strategies for improving attendance.
- Collaborate with external agencies, such as local authorities and social services, to support students facing significant barriers to attendance.

g) Legal Compliance:

- Maintain accurate records and prepare documentation for any legal proceedings related to attendance issues.
- Issuing fixed-penalty notices, where necessary, if authorised by the headteacher

4.5 Role of the Class teachers/form tutors

Class teachers and form tutors play a frontline role in promoting and managing attendance. Through daily monitoring, early intervention, fostering a positive classroom environment, and engaging with students and parents, they help ensure that students attend school regularly and punctually. Their proactive approach and close relationship with students make them essential to the success of the school's attendance policy.

a) **Daily Attendance Monitoring:**

- Take accurate attendance registers at the beginning of each class or form period.
- Recording attendance for both morning and afternoon sessions promptly and correctly, using the correct codes (see Appendix 1).
- Follow up on any unexplained absences immediately, ensuring that reasons for absences are documented.

b) **First Point of Contact:**

- Serve as the first point of contact for students or families regarding attendance issues.
- Build positive relationships with students to understand any issues affecting their attendance.
- Encourage students to attend regularly and on time, emphasising the importance of good attendance for academic success.

c) **Early Identification and Intervention:**

- Identify patterns of absenteeism or lateness early and report concerns to the relevant pastoral or attendance staff.
- Implement initial interventions, such as speaking with the student or parent to understand and address any barriers to attendance.
- Liaise with parents or guardians to discuss attendance concerns and work together to find solutions.

d) **Promoting a Positive Attendance Culture:**

- Create a welcoming and supportive classroom environment that motivates students to attend.
- Recognise and acknowledge /reward good attendance, using positive reinforcement to encourage students.
- Incorporate discussions about the importance of attendance into the curriculum and daily interactions with students.

e) **Communication and Engagement:**

- Communicate regularly with parents or guardians about their child's attendance, both positively and when there are concerns.
- Provide parents with information and support on how to improve their child's attendance.
- Collaborate with other staff members to support students with attendance issues.

f) **Supporting School Attendance Strategies:**

- Implement school-wide attendance initiatives and campaigns within the classroom or form group.
- Participate in training and professional development related to attendance and the school's policies.
- Collaborate with colleagues to share best practices and strategies for improving attendance.

g) **Documentation and Reporting:**

- Maintain accurate records of attendance and any communications with parents or interventions undertaken.

h) **Mentoring and Pastoral Care:**

- Offer mentoring and pastoral support to students who are struggling with attendance.
- Understand and address any personal or academic issues that may be contributing to poor attendance.
- Refer students to additional support services within the school if needed, such as counselling or academic support.

4.6 Role of the School office/ admin staff

School admin / office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system Contact parents or guardians to verify the reasons for student absences.
- Transfer calls from parents/carers to other relevant where appropriate, to provide them with more detailed support on attendance.
- Provide administrative support to teachers and form tutors in managing and recording attendance.
- Ensure accurate and timely entry of attendance data into the school's attendance management system.
- Maintain up-to-date records of student attendance, absences, and punctuality.
- Generate attendance reports for various stakeholders, including senior leadership, teachers, and the local board.
- Assist in the preparation of reports for external agencies or inspections as required.

4.7 Role of Parents

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

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

Parents are expected to:

- Make sure their child attends every day on time.
- Understand and comply with the school's attendance policies and procedures relating to attendance.
- Avoid taking their child out of school for unnecessary reasons or during term time. Ensure that, where possible, appointments for their child are made outside of the school day.
- Call the school to report their child's absence in line with your school procedure for reporting absence (appendix B) on the day of the absence and each subsequent day of absence and advise when they are expected to return.
- Provide the school with more than 1 emergency contact number for their child.
- Maintain open communication with teachers and school staff regarding their child's attendance and any concerns.
- Seek support from school, where necessary, for maintaining good attendance.
- Promote positive attitudes towards attendance, encouraging a positive attitude towards school and emphasise the importance of regular attendance for academic success.
- Help their child understand the value of education and the impact of absenteeism on their learning.
- Set a good example by demonstrating punctuality and commitment.
- Collaborate with the school on strategies to improve attendance if their child is experiencing difficulties.
- Understand their legal obligations regarding school attendance and ensure they fulfil these responsibilities.

4.8 Role of Pupils

Pupils are expected to:

- Attend school every day, on time; attend all lesson punctually.
- Where relevant (usually in secondary settings), attend every timetabled session, on time.

- Inform teachers, their parents, or a trusted adult in school about any issues they are facing, such as bullying or academic challenges, that could impact their willingness to attend school.

5. Recording attendance

5.1 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. In addition to this, secondary schools will mark attendance at each timetabled lesson during the school day. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

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

Any amendment to the attendance register will include:

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

See Appendix G for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity.
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances.

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

Pupils must arrive in school on time each school day.

Details of the time of the school day and details of registration for your school can be found in Appendix C.

5.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence in line with school procedure (see appendix B) or as soon as practically possible.

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.

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

Notification to the Local Authority: Extended Absence Due to Illness

In accordance with statutory guidance from the Department for Education (DfE), schools must notify the Local Authority when they have **reasonable grounds to believe** that a pupil will be absent for **15 school days or more** due to **illness**, whether **consecutively or cumulatively** within the same academic year.

This requirement ensures that appropriate educational provision can be arranged for pupils unable to attend school due to health needs and supports safeguarding and continuity of education.

5.3 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.

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. Go to section 5 to find out which term-time absences the school can authorise.

5.4 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.

For details of how the school identifies and responds to ongoing punctuality issues see Appendix D

5.5 Following up unexplained absence

Unexplained absences are followed up in line with school policy and procedure (see Appendix B)

5.6 Reporting to parents

The school will regularly inform parents about their child's attendance and absence levels (see Appendix E - school specific approach)

6. Authorised and unauthorised absence

6.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, 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 unique situations that warrant an authorised absence from school despite the general requirement for regular attendance. These circumstances are generally considered on a case-by-case basis. Scenarios that might be considered exceptional circumstances include:

- **Family Bereavement**: The death of a close family member or significant person in the student's life.
- **Medical or Dental Appointments**: Emergency medical or dental appointments that cannot be scheduled outside of school hours.
- **Family Emergencies**: Serious family emergencies that require the student's presence at home.

- **Exceptional Educational Opportunities**: Unique educational activities or opportunities that are of significant benefit to the student and cannot be obtained outside 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 in accordance with any leave of absence request form, accessible via the school's website. 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):

1. Illness (including mental-health illness) and medical/dental appointments.
2. 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).
3. 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.

6.2 Sanctions

Our schools 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 headteacher (or someone authorised by them), 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, it will check with the local authority before doing so, and they will be sent a copy of any penalty notice issued.

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

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

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).

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.

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 does not 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. Strategies for promoting attendance

Each school promotes good attendance and uses a range of age-appropriate strategies to reward, incentivise and improve attendance.

8. Supporting pupils who are absent or returning to school

Most pupils are absent from school for a short time and return from an absence without the need for any additional support.

In some cases, pupils may be absent due to complex barriers, significant health (physical or mental) matters or SEND or may be returning to school following a significant absence. Where school are working closely with a family to improve attendance or support a return to school, a more individualised approach may be taken such as offering parents an attendance contract, detailing expectations of the child, the parent, and the school in improving attendance. A contract would be reviewed regularly to ensure strategies agreed are effective.

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.

In all cases of absence, the child's safety must be paramount. The school's Child Protection/Safeguarding Policy should be referred to immediately if there are any doubts about a child's safety or welfare. School safeguarding training should ensure that all staff understand the safeguarding risks associated with a child's absence from school, including any local contextual safeguarding risks

9. Removing a Pupil from the School Admission Register

9.1. Legal Grounds for Deletion (Regulation 8)

A pupil of compulsory school age may only be deleted from the admission register under one of the following prescribed grounds:

- **Transferred to another school** (Reg. 8(1)(b))

- **Elective Home Education** (Reg. 8(1)(d))
- **Ceased to attend and moved away** (Reg. 8(1)(e))
- **Failure to return after authorised leave** (Reg. 8(1)(f))
- **Medical grounds** (Reg. 8(1)(g))
- **Continuous unauthorised absence (20+ days)** (Reg. 8(1)(h))
- **Detention for 4+ months** (Reg. 8(1)(i))
- **Death of the pupil** (Reg. 8(1)(j))
- **End of compulsory school age** (Reg. 8(1)(k))
- **Permanent exclusion** (Reg. 8(1)(m))

Important: Backdating the date of removal is unlawful. The date of deletion must be the date the decision was made that one of the Regulation 8 grounds has been met.

9.2. Notification to the Local Authority

Before deletion, the school must notify the Local Authority and provide:

- Full name of the pupil
- Parent(s) details and emergency contact
- New address (if applicable)
- New school details (if applicable)
- Specific Regulation 8 ground for deletion

9.3. BromCom MIS Process

A. For Pupils Who Attended School (Leavers)

Use the **Process Leaver** function:

1. Go to **Student List** → Select student(s)
2. Click **Actions** → **Process Leaver(s)**
3. Enter:
    - **Leaving Date**
    - **Leaving Reason**
    - **Destination School** (if applicable)
    - **Removal Ground** (Regulation 8)
4. Tick **Produce CTF Export** to generate a Common Transfer File
5. Click **Process** to complete

4

B. For Pupils Who Never Attended (e.g., pre-admission errors)

Use the **Delete Student** function:

1. Go to **Student List** → Select student(s)
2. Click **Actions** → **Delete**
3. Confirm:
    - Tick **"I am not making the student(s) leaver(s)"**

- Ensure **Attendance Count = 0**

4. Click **Permanent Delete**
5. Enter your **Password or SSO PIN** to confirm

Note: Deletion is irreversible. Only use this for students who never attended or duplicate records.

9.4. Safeguarding and CME Considerations

- For pupils missing from education, initiate **reasonable enquiries** immediately.
- Collaborate with the Local Authority before deletion.
- Maintain the pupil's place for **10 school days** if withdrawn for Elective Home Education, pending LA confirmation.

10. Attendance monitoring

Attendance and absence data (including punctuality data) are systematically and regularly reviewed and analysed at Trust and school level.

10.1 Monitoring attendance

With support from the Trust data, intelligence and impact manager, each school will monitor attendance and absence data (including punctuality) 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. All Trust schools have 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.

With support from the Trust data, intelligence and impact manager each school will benchmark its attendance data at whole level, individual pupil, year group, cohort level and by key pupil groups including disadvantaged & SEND against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

10.2 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.

10.3 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 it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families.
- Provide regular attendance reports to class teachers/form tutors of any pupils whose attendance is causing concern, to facilitate discussions with pupils and families.

- Provide regular attendance reports to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding lead and pupil premium lead). The governing Board will be expected to scrutinise the data and challenge leaders on any potential gaps or weaknesses in the data.
- Use data to monitor and evaluate the impact of any interventions put in place to modify them and inform future strategies.
- Share information and collaborate 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

10.4 Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence.
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school.
    - Listen, and understand barriers to attendance.
    - Explain the help that is available.
    - Explain the potential consequences of, and sanctions for, persistent and severe absence.
    - Review any existing actions or interventions.
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence.
- Implement sanctions, where necessary (see section 5.2, above)

11. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the Trust Executive leadership team at every review, the policy will be approved by the full Trust board.

12. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

School Specific Information:

Whirley Primary School

Appendix A: Attendance Lead Contact Information

Karen Whalley – Head Teacher

k.whalley@whirley.ft.school

Appendix B: Procedure for Reporting of Absences and to following up unauthorised absence

Reporting your child absent

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may attempt to visit the family home if call the police
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent

School's Approach to following up unauthorised absence

- 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
- Where appropriate, offer support to the pupil and/or parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with issue a notice to improve, penalty notice or other legal intervention as appropriate

Appendix C: Times of the School Day and of Registration

Times of School Day:

The school gates open at 8.40am. We expect pupils to arrive on the playground for 8.50am to be in school for 8.55am. Lunch time is 12pm –1pm. The school day ends at 3.30pm.

Registration:

The register for the first session will be taken at 8.55 and will be kept open until 9.05 [not longer than 30 minutes after the session begins, or the length of the form time or first lesson in which registration takes place]. The register for the second session will be taken at 1.00 and will be kept open until 1.05. **Attendance after the close of the register will always be unauthorised (U code).**

Appendix D: How the School Identifies and Responds to Ongoing Punctuality Issues

Attendance is monitored termly by the Head teacher. A spreadsheet is maintained outlini8ng concerns around punctuality and attendance, patterns and trends are also highlighted. Where concerns are flagged, a letter is sent to the family in the first instance. If no improvement is seen, the family will be invited into school for a meeting to agree a supportive way forward.

Appendix E: Reporting Attendance to Parents

Attendance is reported to parents via the annual school report which is generated via the school's system.

Appendix F: Cheshire East Penalty Notice Information

PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE ARE CHANGING !

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force on 19 August 2024.

Penalty Notices will be issued for

Term time leave: Penalty Notice fines will be issued for term time leave of 5 or more consecutive days.

10 Sessions of Unauthorised absence in a rolling 10 week period: A Penalty Notices may be considered when there have been 10 sessions of unauthorised absences in a 10 week period.

However, we retain the discretion to issue a Penalty Notice before the threshold is met. For example, where parents are deliberately avoiding the national threshold by taking several term time holidays below the above thresholds.

Per Parent/Per Child

Penalty Notice fines will continue to be issued per parent per child. For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

First Offence

The first time a Penalty Notice is issued for term time leave or irregular school attendance the fine will be charged at:

£160 per parent, per child if paid within 28 days of the issue, reducing to £80 per parent, per child if paid within 21 days.

(Unpaid penalty notices may result in a parental prosecution)

Second Offence

Where it is deemed appropriate to issue a second penalty notice to the same parent for the same pupil within 3 years of the first penalty notice, for either term time leave or irregular attendance the second penalty notice will be charged at:

£160 if paid within 28 days. (Unpaid penalty notices may result in a parental prosecution)

Third Offence

On the third time that an offence is committed within 3 years of the first penalty notice for either a term time leave or irregular attendance a penalty notice will not be issued. The case may proceed to Parental Prosecution under the Single Justice Procedure. If found guilty of the offence of 'Failure to send a child to school' the Magistrates can impose a fine up to £1000 or legal proceedings under Section444 (1a) can include a fine of up to £2500.

Cheshire East TOGETHER for Children and Young People

Together we will make Cheshire East a great place to be young

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Appendix G: 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 is not 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 H: Model Attendance Contract

Attendance Contract Template

Date/time of meeting:	
Pupil name:	
Date of Birth	
Address	

Present at meeting:	

Action Agreed
EXAMPLES OF ACTION AGREED: • Pupil will arrive at school by 8.30 a.m. every day. • Parent will inform the school on the first day of a sickness absence and provide a note upon pupil's return. • Parent will provide medical evidence for every sickness absence pupil may incur. • Are any issues preventing pupil from attending regularly, school staff will be informed?

Attendance Target:	100%
Timescale for improvement:	

Date for review meeting	

I confirm that this Attendance Action Plan was agreed by all present.

Following a meeting on between , we have all agreed that we want to work together to help to attend school more regularly.

's attendance is currently %.

What has been agreed? *(Examples)*

The School's promise (Examples)

- Contact parent if pupil is absent from school without an explanation.
- Be available as a named person for parents to contact in school regarding attendance.
- Provide pupil with a school support worker if needed.
- Respond to any problems reported that could affect attendance.

- Make referrals to other agencies for example the attendance service or school health.
- Be point of contact in school for student.

Parent's promise (Examples)

- To supply details of their full names, address and telephone number and notify school immediately of any changes.
- To contact school on the first day of absence regarding the reason for absence and give an estimated day of return.
- To inform school of any problem affecting attendance.
- To work with other agencies to resolve any issues affecting attendance.
- To bring or arrange for someone to bring their child into school.
- To sign report cards and discuss them with their child.
- Set rules at home to make sure their child goes to bed and gets up at a reasonable time.
- Attend parenting classes or support groups if needed.
- Provide supporting medical evidence if their child is sick.

Pupil's promise

Review

We will meet again if required to discuss how things are going and whether this agreement needs to be changed in any way. Anyone can ask for a meeting at any time to discuss the agreement further or to discuss any difficulties or problems.

We will next meet if required:

Or

We will end this agreement on xxxxxxxx

	Signature
Pupil	
Parent/Carer	
School Representative	
Other Agency (if applicable)	