ANGLIAN LEARNING

Dynamic, empowered learners who thrive and lead in their communities: locally, nationally and globally

ATTENDANCE POLICY

THE PINES PRIMARY SCHOOL

THIS POLICY WAS APPROVED:	AUTUMN 2026
POLICY VERSION:	V2 2026 UPDATE
THIS POLICY WILL BE REVIEWED:	AUTUMN 2027
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	DIRECTOR OF INCLUSION
THIS POLICY WAS DISTRIBUTED TO:	ALL STAFF

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Summary of substantive changes - July 2026 update

Area	Substantive change
Statutory framework	Updated references to the July 2026 statutory guidance, the School Attendance (Pupil Registration) (England) Regulations 2024 and the Education (Penalty Notices) (England) Regulations 2007, as amended.
Registration and coding	Added the requirement to take registers at the same time for all pupils; clarified the maximum 30-minute register window and corrected the Code N five-school-day rule and selected attendance-code wording.
Data and early identification	Strengthened expectations to identify patterns and rapid deterioration before fixed thresholds are reached, to analyse key cohorts and to benchmark against comparable, local, regional and national data.
Illness and sickness returns	Changed the Local Authority sickness-return trigger from 15 consecutive days to 15 days consecutively or cumulatively in the current school year; clarified that medical evidence should only be needed in a minority of cases.
Vulnerable cohorts and partnership working	Added explicit expectations for young carers and for informing a pupil's social worker and/or youth offending team worker of unexplained absences.
SEND, disability and health	Expanded reasonable-adjustment expectations; strengthened joint working with families, health and the Local Authority; added EHCP review/liaison requirements and time-limited reintegration support.
Part-time timetables, flexi-schooling and remote education	Clarified the exceptional and temporary nature of part-time timetables, distinguished flexi-schooling and confirmed that remote education is a last resort within a reintegration plan.
Leave of absence	Clarified that requests must be considered on individual merits and that blanket policies which automatically grant leave must not be used.
Persistent and severe absence	Strengthened the support-first graduated response, multi-agency working and the expectation that support intensifies as absence becomes more severe.
Penalty notices	Updated the rolling 10-school-week threshold, case-by-case decision-making, Notice to Improve expectations and the two-notice limit within a three-year rolling period.
Children Missing Education / removal from roll	Removed the implication that a pupil can lose their school place after 10 days' unexplained absence; clarified that deletion from the admission register can occur only where a statutory ground is fully met.
Policy accessibility and recognition	Added annual/publication reminders and strengthened the requirement for attendance recognition and incentives to be used sensitively, fairly and without discrimination.

1. Contacts

Academy Name	The Pines Primary School
Attendance Target	98%
Academy opens at	8:45am
Registers close at	9:15am
Gates close at	8:55am

Role	Name and role	Contact Details
Headteacher	Diane Mitchell	office@pinesprimary.org
Senior Attendance Champion	Diane Mitchell	office@pinesprimary.org
Attendance Officer	Jodie Manns	office@pinesprimary.org
Governor with responsibility for Attendance	Andrew Baughan	office@pinesprimary.org
Designated Safeguarding Lead	Diane Mitchell	office@pinesprimary.org
Reporting an absence	School office	01638 790135 office@pinesprimary.org online form
Local Authority Attendance Officer	James Margetson, Education Welfare Officer	Education Attendance Service Education, Skills and Learning Children and Young People's Services Suffolk County Council, Endeavour House, Ipswich, IP1 2BX Telephone Number: 01284 758198 james.margetson@suffolk.gov.uk

2. Introduction

The Pines Primary School is committed to meeting our obligations with regard to school attendance, including those set out in the Department for Education (DfE) statutory guidance Working together to improve school attendance (July 2026), through our whole-school culture and ethos.

The Pines Primary School seeks to ensure that all its pupils receive an education which enables them to reach their full potential. Attendance in school has a widely evidenced and far-reaching impact on attainment, however the significance goes beyond academic achievement.

Being present in school is crucial, not just for educational results but also for fostering vital social skills and a sense of belonging in children and adolescents. Regular attendance cultivates the friendships and social interactions that are fundamental to school life and development into emotionally resilient adults.

There is a strong link between good attendance and increased attainment. Pupils who regularly attend school make much better progress socially and academically. Regular attendance enables pupils to adapt better to routines, school work, and friendship groups.

The Pines Primary School aims to work in partnership with parents and families, listening to and understanding any barriers to attendance and will work with them and other agencies to ensure that every child can get the best out of the educational opportunities provided.

We are committed to a whole school and community approach to attendance and a partnership relationship with parents and carers. Our aim is to ensure that all pupils experience a deep sense of belonging to their school community.

This policy is part of a suite of safeguarding and pastoral policies and should not be viewed in isolation. Policies include but are not limited to:

- Child Protection and Safeguarding Policy
- SEND Policy
- Behaviour policy
- Anglian Learning Alternative Provision Guidance
- Medical Needs Policy
- Mental health and wellbeing Policy

3. Aims

3.1 The Pines Primary School aims to ensure that:

- High expectations are set for the attendance and punctuality of all pupils
- Every pupil has access to the full-time education to which they are entitled
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare

- We build strong relationships with families to make sure they have the support in place to attend school
- Early action is taken to address patterns of attendance
- All staff are aware of their responsibilities with respect to attendance and understand the correlation with safeguarding
- Parents, carers, and pupils are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality
- Pupils are recognised for good and improving attendance and punctuality. Any praise, recognition or incentives will be used sensitively, fairly and without discrimination, taking account of individual circumstances and barriers to attendance.

3.2 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, parents, staff, governors and trustees. It is fully incorporated into the whole school ethos and culture.

4. Legislation and guidance

4.1 This policy is based on the Department for Education statutory guidance Working together to improve school attendance (July 2026).

4.2 The legal and statutory framework includes:

- The Education Act 1996, including parents' duty to secure the regular attendance of a registered child of compulsory school age.
- The School Attendance (Pupil Registration) (England) Regulations 2024, which govern admission and attendance registers and national attendance and absence codes.
- The requirement for schools to take the attendance register at the beginning of each morning session and once during each afternoon session, at the same time for all registered pupils.
- The requirements to share statutory attendance information with the Local Authority, including attendance returns and sickness returns, in accordance with the 2024 Regulations and DfE guidance.
- The Education Act 2002 and the school's safeguarding duties, recognising that absence can be an important indicator of wider welfare or safeguarding concerns.
- The legal duty on parents to secure regular attendance and the legal interventions available where support is not appropriate, has not been successful or has not been engaged with.

Education Act 1996 (legislation.gov.uk) - Part 6
Education Act 2002 (legislation.gov.uk) - Part 3

4.3 Relevant legislation and guidance also includes:

- Part 7 of the Education and Inspections Act 2006.
- The School Attendance (Pupil Registration) (England) Regulations 2024.

- The Education (Penalty Notices) (England) Regulations 2007, as amended, and the National Framework for Penalty Notices.
- Keeping Children Safe in Education and Children Missing Education statutory guidance.
- DfE guidance on supporting pupils with medical conditions, arranging education for children who cannot attend because of health needs, mental health issues affecting attendance, alternative provision and providing remote education.
- The policy will be published on the academy website and made easily accessible to pupils, parents/carers and staff. Parents/carers will receive or be directed to the policy when a pupil joins the academy and will be reminded of it at the beginning of each school year and whenever it is updated. The policy will be reviewed as necessary as barriers, practice and guidance evolve, with pupil and parent/carer views considered as part of review.

5. Academy, Pupil and Family Partnership Expectations: The Pines Primary School

What The Pines Primary School expects of our pupils
That pupils attend, ready to learn by 8:55am.
Pupils are prepared for the day with appropriate equipment.
Pupils who arrive after 8:55am report to the office.
Pupils tell a member of staff if there is any problem which may prevent them from attending school.
Pupils are to arrive at all lessons on time.
What The Pines Primary School expects of parents / carers
Ensure that their children attend school regularly and on time to fulfil their legal responsibilities.
Notify the school by email, phone or online form on each day of absence and provide reason for absence, we cannot not accept "feeling unwell"
Complete a request form for absence in term time for **exceptional** circumstances.
Inform the school in advance of medical appointments. Provide medical information/ supporting documentation if required. Where possible arrange appointments outside of school hours.
Ensure all parental and child contact details are up to date and notify the school immediately of any changes.
Where possible, provide the school with two emergency contact details.

Speak to relevant members of staff if they know of any problem which may prevent their child/ren from attending. Engage with interventions designed to support attendance.
What parents / carers can expect from The Pines Primary School
A broad, balanced education.
A whole school culture that promotes attendance through relational approaches that create a sense of safety and a sense of belonging.
Encouragement for good attendance and punctuality.
Regular communication with parents and carers with easy communication channels.
Support for families to address any barriers to attendance. Prompt action when a problem has been identified.
Where barriers are outside of school control, the school will work to support families to access any support they may need, including referrals to external agencies and services.
Efficient and accurate recording, monitoring and sharing of attendance data.
Contact with parents and carers on the first day when absence is unexplained.
Follow the DfE Medical Needs guidance for children who are failing to access education in school due to medical needs, putting in place Health Care Plans as required.
Working alongside other external services and teams to support attendance.

6. Roles and responsibilities

All members of staff have a responsibility to promote and support a culture of high attendance at The Pines Primary School. Attendance is a safeguarding and whole-school responsibility. The headteacher retains overall responsibility for attendance and will ensure that a Senior Attendance Champion from the senior leadership team leads the school's strategy, systems and improvement work. All staff are responsible for noticing and acting on emerging patterns of absence or lateness in line with their role.

A break down of the expectations of how different staff members play a critical role in both the promotion of good attendance and the safeguarding and monitoring of those who need support with attendance is outlined in **Appendix 1**.

7. Attendance Procedures

7.1 Attendance Register

The academy will keep electronic admission and attendance registers and will place all pupils on the admission register. There are two formal registration sessions each school day.

The register will mark whether every pupil is:

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

See **Appendix 1** for the DfE codes

7.2 Registration

- Registration takes place each morning at 8.55 am and each afternoon at 13.00 pm. The register will be taken at the same time for all registered pupils.
- Registers will close at 9:15am/13:10pm. The period for which the register remains open will be the same for every session and will not exceed 30 minutes.
- Class teachers will enter a present mark (/) on the register for each pupil present and an absence code for any pupil that is absent.

7.3 Responding to lateness to AM and PM Registration

- Pupils arriving after 8:55am when the register has been taken are deemed to be late and will be marked as L code.
- After 9:15am the pupil is deemed to be officially late/absent. Any pupil arriving after these times will be marked U, which is an absence code. In case of emergency, the register shows the pupil is on the premises, but they will not receive a present mark toward their overall attendance.

7.4 Responding to lateness for other registered sessions

- Parents / carers will be contacted if their child is regularly late.
- If a pupil is late to registration or a lesson, the school reserves the right to apply consequences in line with the published Positive-Relationships-Policy-2026-28.pdf

7.5 Unplanned absence

Each day of unplanned absence the pupil's parent/ carer must:

- Phone the school office by 9:30am, 01638 790135 or
- Email the school office: office@pinesprimary.org or
- Complete the online form: The Pines Primary School Absence

Absence due to illness will be recorded using the appropriate national attendance code where the academy is satisfied that the pupil is unable to attend because of sickness.

Medical evidence should only be needed in a minority of cases. The academy will not routinely request evidence of illness, but may seek appropriate information where there is genuine and reasonable doubt about the reason given, or where information is needed to help the school and other services plan support. School staff are not expected to diagnose or treat medical conditions.

Where a reason for absence cannot be established, or the academy is not satisfied that the reason meets the criteria for an authorised absence code, the absence will be recorded using the appropriate unauthorised code and parents/carers will be informed.

7.6 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 and evidence provided.

We encourage parents / carers to make medical and dental appointments outside of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

Other types of term-time absence should be applied for in advance of the requested absence, as detailed in Section 8 Types of Absence.

7.7 Responding to absence

Where any pupil does not attend, without reason, the school will:

1. Contact the pupil's parent / carer on the morning of the first day of unexplained absence.
2. If the school cannot reach any of the pupil's emergency contacts, the school may in some circumstances, make a home visit, call the police or inform social care on that day.
3. Contact the parent / carer on each subsequent day of unexplained absence, to ensure proper safeguarding action is taken where necessary.
4. Where the academy has concerns over the welfare of a pupil or has not made contact with the parent/ carer within 3 days, a welfare visit will be made.
5. Contact other schools where any siblings attend.
6. Involve the Local Authority School Attendance Support Team and other relevant partners where appropriate. Where a pupil has a social worker and/or youth offending team worker, the academy will inform them of unexplained absences.
7. Monitor repeated absence, patterns of absence and rapid deterioration in attendance at individual and cohort level.
8. Contact pupils and families promptly when a concerning pattern or decline is identified. The academy will not wait for attendance to fall below a fixed percentage before offering support; 95% may be used as one trigger within the academy's graduated response.
9. Communicate clear targets for improvement to pupil and parent or carer.

10. Organise meetings and support to identify, remove and review barriers to regular attendance.
11. Refer to the local authority attendance services for advice and possible legal action if attendance does not improve.

7.8 Reporting and rewarding good attendance

The academy will regularly inform parents about their child's attendance and absence levels.

7.9 Use and retention of attendance data

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

We use attendance data to identify and respond to emerging patterns as early as possible. Analysis will include whole-school, year group, cohort and individual pupil data and will be benchmarked, where available, against comparable schools and local, regional and national data.

Persistent and severe absence will be tracked carefully, alongside key cohorts relevant to the academy context. This will include, as appropriate, pupils with SEND or a disability, pupils with long-term physical or mental health conditions, pupils with a social worker or who are looked after, young carers, pupils eligible for free school meals and any other cohort with historically lower attendance.

Attendance information will be shared lawfully and proportionately with Anglian Learning, the Local Authority, other schools and relevant partners where this supports the pupil, fulfils statutory reporting duties or enables effective safeguarding and attendance support.

State-funded schools are required to provide specified pupil attendance information to the Department for Education; where the academy shares data directly from its management information system this is normally automated.

The academy will make statutory returns to the Local Authority as required, including:

- Attendance returns for pupils of compulsory school age who fail to attend regularly, including pupils continuously absent for 10 school days where absence is recorded using one or more unauthorised codes (G, N, O and/or U), in line with local arrangements.
- Sickness returns for pupils of compulsory school age where there are reasonable grounds to believe that absence recorded as illness (Code I) will reach or exceed 15 school days, either consecutively or cumulatively during the current school year.

8. Types of Absence

Every half day of absence has to be classified by the academy as either authorised or unauthorised.

8.1 Authorised absences

Absence and attendance will be recorded using the national codes in the School Attendance (Pupil Registration) (England) Regulations 2024. Where a pupil needs to be absent with permission, the academy may grant leave only in the circumstances permitted by the regulations and guidance. Examples include:

- Attending an interview for entry into an educational establishment
- Study leave for public exams
- Religious Observance - only day(s) exclusively set apart for religious observance by the religious body to which the pupil's parents belong to.
- A temporary, time-limited part-time timetable in very exceptional circumstances where this is in the pupil's best interests. It must not be used to manage behaviour. It must be agreed with the parent the pupil normally lives with, form part of a wider support, health care or reintegration plan, include regular review dates and a proposed end date, and be in place for the shortest time necessary. Where the pupil has a social worker they will be kept informed; where the pupil has an EHCP the arrangement will be discussed with the Local Authority.
- Exceptional circumstances: each request will be considered individually, taking account of the specific facts, circumstances and relevant background context. The academy will not operate blanket policies under which leave is granted automatically for particular circumstances or events. The academy may consult Anglian Learning or the Local Authority where appropriate.
- Flexi-schooling is distinct from a temporary part-time timetable. It is an arrangement, agreed at the academy's discretion, where a child is primarily electively home educated but attends school for part of their education. Where agreed, sessions not attended at school will be recorded using the appropriate national code.

Parents who wish to make a request for a leave of absence may do so by writing directly to the headteacher detailing the reasons for and length of the absence.

8.2 Unauthorised absence and Term time holidays

Unauthorised absences are those which the school does not consider exceptional. These include but are not limited to:

- Tiredness / late night
- Absence where the reason does not meet the criteria for an authorised absence code, or where the academy is not satisfied that an authorised reason applies.
- Pupils who arrive late after the close of the register.
- Birthday celebrations
- Day trips
- Term time holidays

There is no entitlement in law for pupils to take time off during term for a holiday or other leisure or recreational absence. The DfE does not generally consider this to be an exceptional circumstance. Applications for leave will nevertheless be considered individually and no blanket policy will automatically grant leave.

Where unauthorised absence reaches the national threshold of 10 sessions in a rolling period of 10 school weeks, the academy must consider whether a penalty notice is appropriate in the individual case, in line with the National Framework and the relevant Local Authority Code of Conduct. A penalty notice is not automatic. See Appendix 4.

8.3 Persistent Absenteeism (PA) and Severe Absenteeism (SA)

A pupil is defined by the Government as a **'persistent absentee'** when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this. All pupils who have attendance levels of 90% or below are considered to be a persistent absentee.

A pupil who misses 50% or more of possible sessions is defined by the Government as severely absent. Support should intensify as absence becomes more severe, with the academy working with the Local Authority and other relevant partners to address the underlying barriers. Where there are safeguarding concerns, statutory children's social care involvement should be considered or intensified; severe absence alone does not replace the need for a safeguarding assessment of the individual circumstances.

9. Working with Pupils and Families

Pupils with the highest attainment at the end of Key Stage 2 have higher rates of attendance compared to those with the lowest attainment. Attending school is essential for pupils to allow them to get the most out of their educational experience.

The Pines Primary School recognises that some pupils find it harder than others to attend school, including pupils with long-term physical or mental health conditions, pupils with SEND or disabilities, pupils with a social worker and pupils who are young carers. High expectations for attendance remain, but additional support and reasonable adjustments may be required. We are committed to working collaboratively with pupils, parents/carers, the Local Authority and other agencies to remove barriers and put effective support in place.

Ways in which we may do this are:

- Supportive phone calls and emails home
- Class teacher check in with pupil
- Help to catch up on missed work and identify barriers to learning
- Pastoral support to identify and mitigate barriers / anxieties surrounding school
- SEND assessments and referrals where appropriate
- Reasonable adjustments and other adaptations to school practice and provision, which may include adjustments relating to uniform, transport, routines, access to support, lunchtime arrangements and the school environment. Adjustments will be agreed and regularly reviewed with the pupil and parents/carers.
- Letters home advising of support available

- Informal and supportive meetings with the class teacher and or Attendance Champion
- Offers of an Early Help Assessment or support from other agencies or services
- Where a pupil has an EHCP, communicate with the Local Authority if attendance falls or barriers relate to the pupil's needs, ensure the provision in the EHCP can be accessed and, where necessary, work with the Local Authority and family to review or amend the plan and attendance support.

- Where caring responsibilities may be contributing to absence, the academy will work in partnership with the young carer and their parents/carers to understand the barriers and put appropriate support in place, including facilitating access to early help or other relevant services where needs extend beyond the school gates. Young carers will be recorded in the school census as required.

- Remote education will only be used as a last resort, after reasonable adjustments have been considered, and as part of a wider plan to support the pupil's reintegration and return to school. A pupil receiving remote education while absent from school must still be recorded as absent using the appropriate attendance code.

Further details on attendance processes at The Pines Primary School: see **Appendix 3: Flow Chart of Attendance Processes.**

10. Working with the Local Authority School Attendance Service

The academy will work proactively with the Local Authority School Attendance Support Team, including through relevant Targeting Support Meetings and casework, where absence is at risk of becoming persistent or severe or where barriers require support beyond the school. Early support will not be delayed until attendance reaches a fixed threshold.

Where voluntary support has not been effective and/or has not been engaged with, the academy will work with the Local Authority to consider formalising support. Depending on the individual circumstances, this may include an attendance contract or an Education Supervision Order. An attendance contract is one available formal support tool and is not a prerequisite for seeking Local Authority advice or involvement.

- The Pines Primary School works in partnership with the Statutory School Attendance Service to devise a strategic approach to attendance.
- The headteacher / Senior Attendance Champion will work with the School Attendance Support Team as required to review pupils and cohorts of concern, agree actions, access wider support and monitor impact.
- Action plans will be developed for persistently and severely absent pupils. (Persistently absent is below 90% and Severely Absent is below 50%) See **Appendix 3: Flow Chart of Attendance Processes** for detailed approaches
- Where support is not appropriate, has not been successful or has not been engaged with, the academy will work with the Local Authority to consider the next appropriate step. This may include a Notice to Improve, a penalty notice,

an Education Supervision Order or prosecution, depending on the circumstances and the relevant legal framework.

Statutory intervention can include

- Penalty Notices
- Parenting Order
- Education Supervision Order
- Prosecution

Where the national threshold is met - 10 sessions of unauthorised absence in a rolling period of 10 school weeks - the academy will consider the individual case and the appropriate response in line with the National Framework for Penalty Notices and the relevant Local Authority Code of Conduct. Sessions may be consecutive or non-consecutive and the rolling period may span terms or school years.

11. Children Missing Education (CME)

A child who is absent from school, particularly where their whereabouts or circumstances are unknown, may be at increased safeguarding risk. The academy will follow up absence promptly, make reasonable enquiries and work with the Local Authority in line with Children Missing Education procedures. A pupil will not lose their school place simply because they have been absent for 10 days. A pupil's name may only be deleted from the admission register where a statutory ground in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024 is fully met. For example, the ground relating to continuous absence requires at least 20 school days of absence together with specified conditions and joint reasonable enquiries by the academy and Local Authority.

12. Elective Home Education

It is a parent's right to be able to withdraw their child from school to educate them at home if they wish to. There are legal responsibilities parents / carers must fulfil if they wish to educate their child at home, which are monitored by the Local Authority. Please speak to the headteacher in the first instance if you are considering this option.

Appendix 1

Anglian Learning Trustees and Executive Team

- Provision of Attendance framework, policy and resources.
- Provision and development of Power Bi attendance software and staff training.
- Oversight of the implementation of policies and the monitoring of attendance trends at a Trust level.
- Reports to the Trust Board.
- Strategic groups and improvement networks: training, sharing of and development of best practice.
- Monitoring visits and Blueprint enquiries.

Local Governing Body

- Approve and ratify any local amendments to the attendance policy.
- Regularly review attendance data, including recent and historic trends, key pupil cohorts and benchmarking against comparable schools and local, regional and national data; provide support and challenge to leaders where needed.
- Oversight of the implementation of the attendance policy.

Headteacher

- Whole school culture that promotes the importance of high attendance through relational approaches with families and pupils and creating a sense of belonging to the school community.
- Appointment of a senior leader as Senior Attendance Champion (headteachers in Primary may assume that role themselves).
- Ensure that every member of staff knows and understands their responsibility for safeguarding and know how this links with poor attendance.
- Ensure that every member of staff knows and understands their responsibilities for attendance and receives training appropriate to their role.
- Suitably resource support for attendance using Pupil Premium funding if necessary.
- Analyse the academy's attendance context, including recent and historic trends, key cohorts and benchmarking against comparable schools and Trust, local, regional and national data.
- Report termly to the Local Governing Body and the Trust.
- Ensure that appropriate attendance data is shared with the DfE and LA, including those on temporary reduced timetables and those on a medical protocol.
- Ensure the attendance policy is applied fairly and consistently and recognise the individual needs of pupils and their families who have specific barriers to attendance considering obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.
- Ensure the attendance policy is published and publicised so it is easily accessible, provided or signposted when pupils join, and brought to parents/carers' attention at the start of each school year and whenever updated.

Senior Attendance Champion

- Reinforcement of a whole school culture that promotes the importance of high attendance through relational approaches with families and pupils and creating a sense of belonging to the school community.
- Oversight of attendance data. Weekly analysis of attendance reports and trends at school, cohort and pupil level, including rapid movement through attendance bands and emerging patterns before absence becomes entrenched.

- Sharing of attendance trends and information with wider leadership team and agencies
- Daily oversight of the timeliness and accuracy of attendance registers.
- Training on attendance for all staff, including those completing induction.
- Develop and have oversight of the attendance strategy, monitoring and reviewing impact of reward systems and raising awareness initiatives.
- Clear communication of policy and day to day attendance protocols to staff and families, ensuring all are informed and are aware of their attendance roles and responsibilities.
- Work with other senior leaders, such as SENCo, PP lead and DSLs to develop short and medium term attendance strategies and interventions for groups of pupils and families.
- At least fortnightly team meetings to address concerns about vulnerable pupils, including those with SEND or suspected SEND, long-term health needs, social workers, looked-after children, young carers, pupils in receipt of Pupil Premium, and pupils in alternative provision or on temporary part-time timetables.
- Ensure sickness returns are made to the Local Authority where there are reasonable grounds to believe illness absence will reach 15 school days, consecutively or cumulatively during the current school year.
- Lead case-by-case decisions on formal support and legal intervention, including Notices to Improve and penalty notices, in partnership with the Local Authority and in line with the National Framework and Local Code of Conduct.
- Liaise with class teachers, responding to attendance trends.
- Oversight of families with significant attendance concerns, making welfare calls and home visits as appropriate.
- Keep parents and families up to date on their child's attendance and absence record – communicated in an accessible format.
- Hold or join attendance meetings and create individual attendance plans. Identify barriers to attendance, working with families to support improved attendance.
- Refer to appropriate agencies as required and signpost families to support.
- Respond to term time leave requests.
- Implement children missing in education (CME) procedures when appropriate. Notify relevant safeguarding bodies.
- Follow reporting and safeguarding procedures for parents who have requested to Home Educate their child(ren).
- Follow procedures when deleting a pupil from the roll.
- Meet with LAAO on the allocated visits to the school, who will also monitor the registers and follow up on any identified concerns.

Designated Safeguarding Lead, SENCo, PP leads

- Provide safeguarding and SEND support and advice to attendance colleagues as appropriate, including in response to term-time leave requests and CME cases, taking safeguarding action where necessary.
- Inform relevant agencies of vulnerable pupil absence. Where a pupil has a social worker and/or youth offending team worker, ensure they are informed of unexplained absences. Liaise with the Virtual School and Local Authority teams as appropriate.
- Make referrals to appropriate agencies as needed.
- A minimum of a fortnightly meeting with the Attendance Champion to review the attendance of the pupils on the school's Vulnerable List and agreeing any action needed.
- Ensure all pupils who are Severely Absent have appropriate safeguarding plans in place & are monitored on My Concern.
- Liaise with appropriate agencies and make timely referrals for pupils who experience barriers linked to mental or physical health, EBSA or SEND. Where a pupil has an EHCP, liaise with the Local Authority where attendance falls or barriers relate to identified need and consider whether the plan requires review.
- Carry out assessments/ screeners where access to learning is identified as a barrier to school attendance.

Class Teachers

- Reinforcement of a culture that promotes attendance through relational approaches and a sense of belonging.
- Recognition that barriers to learning and difficulties accessing the curriculum can directly impact attendance levels.

- Accurate recording of the attendance of all pupils on their class list including late and missing marks
- Raise an alert if any pupil with a safety/ risk plan is not in school.
- Support reintegration after periods of absence through ensuring that missed work is provided and support made available.
- Monitoring of pupils off school for medical reasons, reduced timetables or alternative provision - oversight of welfare calls/ meetings.
- Phone calls / meetings home to follow up on absences, lateness and offer support.
- Phone calls / postcards / reward points to celebrate good or improving attendance.

Pastoral / support staff

- Reinforcement of a culture that promotes attendance through relational approaches and a sense of belonging.
- Meetings with parents and pupils to understand the barriers to attendance and to develop good home school relationships.
- Referrals to agencies and signposting of support as appropriate.
- Delivery of targeted interventions if required.
- Welfare calls and home visits.

Office Staff

- Daily registers, responsibility for updating and checking the accuracy of coding. Provide appropriate support and challenge to establish good registration practice.
- Check the register to identify those pupils that have not registered in school – alert relevant people to locate pupils.
- Check phone calls/ emails/ other messages from parents reporting absence. Record on MIS.
- First Day phone calls to vulnerable pupils and families by [9.15 am].
- First Day phone calls to other pupils and families by [9.30 am].
- Record any communications with families on the appropriate system.
- Where identified as part of their responsibility- daily monitoring of AP attendance & phone calls home
- Meet with attendance champion / headteacher at least fortnightly to review absence patterns and consider those pupils/ families that need interventions.
- Where appropriate, and under the direction of the Attendance Champion, send attendance letters home. Organisation of meetings and ACMs.
- Monitor absences for illness and requests for leave to attend medical appointments.
- Where absence is recorded using Code N, enter the correct code as soon as the reason is ascertained and no more than 5 school days after the session. If the reason cannot be established within 5 school days, amend the record to Code O.

Senior Leadership Team

- Promotion of a welcoming relational approach. A recognition that issues with bullying, child on child abuse or relational conflict can affect attendance.
- Assemblies, letters home, rewards.
- Promotion of extracurricular activities to engender a sense of belonging and engage - target specific pupils / groups.
- Use reporting systems to identify emerging patterns, rapid decline or movement through attendance bands as early as possible. Intervene supportively without waiting for attendance to fall below 95%; use percentage bands as prompts for action rather than as barriers to earlier support.
- Weekly monitoring of attendance trends at a year group and individual level, liaison with Attendance Champion.
- Co-ordination with teachers to support catch up work for pupils who have been absent.

Teaching Assistants and Support Staff

- Reinforcement and promotion of a culture that promotes attendance through relational approaches and a sense of belonging.
- Report concerns regarding an individual pupil's attendance to the Class Teacher or the Attendance Champion.
- Delivery of targeted interventions as required.
- Follow up of pupils who have been absent as required.
- Check ups on pupil wellbeing and social interactions, understanding that relational conflict, child on child abuse and bullying can have an impact on attendance rates.

Appendix 2 Attendance Codes

Code	Meaning	Type
/ \	Present at the school / morning /afternoon	Present Mark
B	Attending any other approved educational activity	Present Mark
C	Authorised circumstance (see next page for breakdown)	Authorised Absence
D	Dual registered at another school	Not a possible attendance
E	Suspended or permanently excluded and no alternative provision made	Authorised Absence
G	Holiday not granted by the school or days in excess	Unauthorised Absence
I	Illness (not medical or dental appointment)	Authorised Absence
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution	Authorised Absence
K	Attending education provision arranged by the Local Authority	Present Mark
L	Late arrival before the registers have closed	Present Mark
M	Attended a medical appointment	Authorised Absence
N	Reason for absence not yet established	Unauthorised Mark
O	Absent in other or unknown circumstances	Unauthorised Absence
P	Participating in a sporting activity	Present Mark
Q	Unable to attend the school because of a lack of access arrangements	Not expected to attend
R	Religious Observance	Authorised Absence

S	Leave of absence for the purpose of studying for a public examination.	Authorised Absence
T	Parent travelling for occupational purposes: the pupil is a mobile child and is travelling with their parent(s) in the course of the parent's trade or business.	Authorised Absence
U	Arrived in school after registration closed	Unauthorised Absence
V	Attending an Educational Trip or Visit	Present Mark
W	Attending Work Experience	Present Mark
X	Non-compulsory school age pupil not required to attend school (only use when not timetabled to attend)	Not expected to attend
Y	Unable to attend school because of unavoidable cause (see next page for breakdown)	Not expected to attend
Z	Prospective or previous pupil not on admission register	Not expected to attend

Code	Meaning	Type
The Y code: Unable to attend school because of unavoidable cause, is broken down into the following sub codes to provide better differentiation of the reason:		
Y1	Unable to attend due to transport normally provided not being available	Not expected to attend
Y2	Unable to attend due to widespread disruption to travel	Not expected to attend
Y3	Unable to attend due to part of the school premises being closed. For example, this may be due to damage or teacher strikes.	Not expected to attend
Y4	Unable to attend due to the whole school site being unexpectedly closed. For example, extreme weather, damage, no hot water, or heating.	Not expected to attend
Y5	Unable to attend as the pupil is in criminal justice detention.	Not expected to attend
Y6	Unable to attend in accordance with public health guidance or law. Travel or attendance: contrary to or prohibited by any guidance relating to the incidence or transmission of infection or disease.	Not expected to attend
Y7	Unable to attend because of any other unavoidable cause. For example, an emergency has prevented the pupil from attending.	Not expected to attend

	The unavoidable cause must be something that affects the pupil, not just the parent.	
The C code: Authorised Absence is broken down into the following sub codes to provide better differentiation of the reason:		
C	Leave of absence for exceptional circumstances. Each application is considered individually, taking account of the specific facts and relevant background context; blanket policies that automatically grant leave will not be used. Where leave is granted, the academy determines its length. Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school. A leave of absence is granted entirely at the school's discretion.	Authorised Absence
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.	Authorised Absence
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable.	Authorised Absence

Appendix 3: Flow Chart of Attendance Processes

100 – 98%
AWARENESS
Class teacher

- Positive reinforcement of attendance
- Recognition and Reward for good attendance
- Monitor registers. Check ins after absence – support to catch up on missed learning
- Phone calls home
- Chronology of actions taken
- Monitoring of attendance data

97 – 95%
IDENTIFY AND ASSESS
Class teacher/ pastoral support

- Positive reinforcement of attendance
- Recognition and Reward for good and improving attendance
- Check ins after absence – support to catch up on missed learning. Exploration of barriers: SEND / social / medical
- Phone calls home / informal meeting
- Awareness of anxiety and early EBSA
- Attendance letter offering information and support to parents
- Chronology of actions taken and data monitoring
- Monitoring of attendance data

95 – 90
SUPPORT AND UNDERSTAND
Attendance Champion / Class Teacher / Pastoral Support

- Discussions with SENCo and DSL, any safeguarding concerns to be followed up and referrals to be made
- Medical Needs / EBSA Pathway if required. Report illness to LA at 15 days (consecutive or cumulative).
- Formal Notice to Improve Letter if appropriate
- Chronology of actions taken and data monitoring
- EHA MUST BE OFFERED AGAIN IF NOT PREVIOUSLY ACCEPTED
- Local Authority Attendance Officer involvement
- Support for the pupil on return to school – reward positive attendance trends
- Consider Local Authority request for penalty notice and legal action

FORMALISE SUPPORT
90% attendance and below or National Threshold of 10 sessions in rolling 10 school weeks
Attendance Officer /Pastoral Support/ Attendance Champion / LA

- As above. Focus on rewarding positive attendance trends
- Discussions with SENCo and DSL, any safeguarding concerns to be followed up. Home visits if required
- Phone call / Invitation to supportive meeting if attendance not improving.
- Attendance contract targets set and monitored for 4 weeks
- Chronology of actions taken
- Offer of external support: EHA, Nessie, NHS. Exploration of medical needs and or EBSA

ENFORCE
Little or no improvement
Local Authority/ Attendance Champion

- Medical needs / SEND pathway: Alternative Provision consideration. EHCP application. EBSA pathway. Report illness to LA at 15 days (consecutive or cumulative).
- Discussions with DSL, possible referral to social care
- Local Authority Attendance Officer involvement
- Referral to LA for Legal Sanctions
- Notification of Legal Action
- Local Authority request for penalty notice and legal action

Appendix 4 Penalty Notices

National Framework for Penalty Notices - 2026 policy update

Where the national threshold is met, the academy must consider each individual case. A penalty notice is not automatic. The national threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks; sessions may be consecutive or non-consecutive and the rolling period may span terms or school years.

National threshold	10 sessions of unauthorised absence in a rolling 10 school weeks. The academy considers whether support, a Notice to Improve, a penalty notice or another intervention is appropriate in the individual case.
First penalty notice	£160 per parent, per child if paid within 28 days; reduced to £80 if paid within 21 days.
Second penalty notice	Where a second notice is issued to the same parent for the same child within the 3-year rolling period: £160, payable within 28 days, with no reduced rate.
Third occurrence within 3 years	A third penalty notice cannot be issued to the same parent for the same child within 3 years of the first. Alternative action must be considered; this will often include prosecution but may include another attendance legal intervention.

Penalty notices may be issued only by an authorised officer and must be used in line with the Education (Penalty Notices) (England) Regulations 2007, as amended, the National Framework and the relevant Local Authority Code of Conduct.

Where support is appropriate but has not worked or has not been engaged with, a Notice to Improve should usually provide a final opportunity to improve before a penalty notice is issued. Where support would not be appropriate, for example in many unauthorised holiday cases, a penalty notice may be considered without a Notice to Improve, subject to the National Framework and Local Code of Conduct.

A penalty notice may be issued to each parent liable for the offence in respect of each child. The academy will consider Equality Act duties and the individual circumstances before deciding on the appropriate response.

Name of Attendance Champion: Diane Mitchell

Local Authority Attendance Team: James Margetson, Education Welfare Officer