

Attendance policy



Approved by:

Date: 19/03/26

Owned by: Judith Beaumont

Last reviewed on:

March 26

Next review due by:

March 28

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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 statutory guidance on [Working together to improve school attendance](#) from the Department for Education (DfE). We aim to achieve this through our whole-school culture and ethos that values good attendance, which includes:

- Setting high expectations for the attendance and punctuality of all students
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every student 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 students have the support in place to attend school

We will also promote and support punctuality in attending lessons.

Attendance sits under the umbrella of safeguarding and can be an early warning system. School is a safe space – regular attendance gives students access to trusted adults who can spot harm. Absence removes visibility – when children are not in school staff lose opportunities to notice signs of abuse or neglect. Treating absence as a safeguarding indicator helps uncover hidden harm before it escalates. Persistent failure to send children to school is seen as Education Neglect. It is a legal requirement to follow statutory guidance alongside KCSIE ensuring registers are accurate and absences are investigated. Teachers are fully accountable for doing daily attendance. Attendance is not just an academic issue but a child welfare indicator.

2. Legislation and guidance

This policy is based on the DfE's statutory guidance on [Working together to improve school attendance](#) 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 School Attendance \(Student Registration\) \(England\) Regulations 2024](#)
- <https://www.legislation.gov.uk/uksi/2006/1751/contents>[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- The [Equality Act 2010](#)

<https://www.legislation.gov.uk/uksi/2013/757/regulation/2/made> It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a student's attendance: guidance for schools](#)
- [Ofsted's 2025 framework toolkit](#)

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, students and parents/carers
- Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge

- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- 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 students, 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
- Holding the headteacher to account for the implementation of this policy

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual students
- Monitoring the impact of any implemented attendance strategies
- Issuing penalty notices, where necessary, and/or authorising the Deputy Headteacher to be able to do so
- Working with our parents/carers, whose children all have special educational needs and/or disabilities (SEND), we develop specific support approaches for attendance, including where school transport is regularly being missed, and where students with SEND face in-school barriers
- Communicating with the local authority when a student has falling attendance, or where there are barriers to attendance that relate to the student's needs, as all our children have EHCP's
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a student's name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of students who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days

- Providing the local authority with the details of students who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance (Judith Beaumont)

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with students, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with students and their parents/carers
- Delivering targeted intervention and support to students and families

The designated senior leader responsible for attendance can be contacted via **01484 223937**.

3.4 The attendance officers (Laura Pentelow, Tracey Kershaw)

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 9)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the Senior Leadership Team (authorised by the headteacher) when to issue fixed-penalty notices

The attendance offices can be contacted via **01484 223937**.

3.5 Class teachers

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

3.6 School Office staff

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the Children's and Families Team where appropriate, in order to provide them with more detailed support on attendance
- Update registers when a student leaves school early for any reason

3.7 Parents

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

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

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 8am 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 and ensure these are updated when contacts change, failure to maintain a current emergency contact number that is not 'live' can be a significant Health and Safety issue for our children and may result in further actions.
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the Children & Family Team, who can be contacted via **01484 223937**

3.8 Students

Students are expected to:

- Attend school every day, on time

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register and place all students on this register.

We will take our attendance register at the start of each morning session of each school day and once during each afternoon session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Student Registration) (England) Regulations 2024, whether every student is:

- Present
- Attending a place other than school
- Absent
- Absent – unable to attend due to unavoidable causes

Any amendment to the attendance register will include:

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

See Appendix 1 for the DfE attendance codes.

We will also record:

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

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

The school day starts at 9:00am and ends at 3.00pm

The register for the first session will be taken from 9:10am and will be kept open until 9:30am. The register for the second session will be taken from 1:00pm and will be kept open until 1:30pm

4.2 Unplanned absence

The student's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8.00am, or as soon as practically possible, by calling the school Office (or leaving a voice mail message), which can be contacted via **01484 223937**

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

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

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the student'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 student should be out of school for the minimum amount of time necessary.

The student's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. See section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A student 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

4.5 Following up unexplained absence

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

- Call the student's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the student's emergency contacts, the school will follow **First Day Calling Procedures**.
- 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 student was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary

- Where relevant, report the unexplained absence to the student's social worker and/or youth offending team officer
- Where appropriate, offer support to the student and/or their parents to improve attendance
- Identify whether the student 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 each individual case will be address in the weekly Tier 3 meeting where discussions will be made to instigate either: an attendance contract, notice to improve, penalty notice or legal intervention may be issued (see section 7) if appropriate

4.6 Reporting to parents

The school will regularly inform parents (see the definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels through student reports and social care meetings.

5. Authorised absence

5.1 Approval for term-time absence

The headteacher will only grant a **leave of absence** to a student 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 for employment or for admission to another educational institution
- 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 student is authorised to be absent for.

We define 'exceptional circumstances' as supporting a student's significant sensory needs where appropriate, support a student's wellbeing and where it can be demonstrated it will improve the student's quality of life.

Leave of absence will not be granted for a student to take part in protest activity during school hours.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The headteacher may require evidence to support any request for leave of absence.

5.2 Other reasons for authorised absence

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parent(s) belong(s). If necessary, the school will seek

advice from the parent's religious body to confirm whether the day is set apart for religious observance

- Parent(s) travelling for occupational purposes – a student is a mobile child if their parent is travelling in the course of their trade or business and the student is travelling with them. In these circumstances a student will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place
- If the student is currently suspended or excluded from school (and no alternative provision has been made)

5.3 Absences from the school site (which are not classified as absences)

The headteacher will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the student is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the student not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

6. Strategies for promoting attendance

We want our students to succeed and develop their Independence and Communication skills. To do this, students need to avoid missing lessons and days of school as much as possible. As a school, we want to acknowledge high attendance and not just penalise students for poor attendance through our 100% certificate awards at the end of each term.

7. Supporting students with poor attendance

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

7.1 Attendance Contract

We use attendance contracts as a form of attendance support.

An attendance contract is a formal written agreement between a parent and the school to address irregular attendance at school. An attendance contract is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Parents cannot be compelled to enter an attendance contract, and the school cannot agree an attendance contract in a parent's absence.

Where an attendance contract would be an appropriate form of support, the school will arrange a meeting with the parent (and student if they are able to understand) to discuss how we can work in partnership to improve the student's attendance.

Where parents fail to comply with an agreed attendance contract, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents to seek

explanations and determine whether the attendance contract remains useful. Where there is further non-compliance following these discussions, the school may take further action.

7.2 Education supervision order

We will speak with the Education Safeguarding Service for advice.

In cases where voluntary attendance contracts have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but **not** criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

7.3 Notice to improve

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

A notice to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the student attends school.

It will include:

- Details of the student's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued, or prosecution considered, if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

7.4 Penalty notices

The headteacher (or deputy head teacher or Children & Family Manager, authorised by the headteacher), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school chooses to issue a penalty notice, the school will check with the local authority before doing so, and send the local authority a copy of any penalty notice issued.

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

- 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 student
- 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

Each parent who is liable for the student'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 student, the parent must pay £160 if paid within 28 days.

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

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

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

8. Supporting students who are absent or returning to school

8.1 Students absent due to complex barriers to attendance

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

We will work with the family and share information with services; social care, CAMHs to establish the most appropriate support for the students to encourage better attendance.

8.2 Students absent due to mental or physical ill health

Students who find attending school difficult due to their individual needs will have support to attend which will not cause any additional anxieties for them.

A possible later start or earlier finish for a temporary period agreed by school and parents that is reviewed regularly.

8.3 Students absent due to other barriers to attendance

We will establish individual timetables, sensory breaks, adjust the curriculum and have the school Therapy Teams involved for **students absent from school due to:**

- Being Autistic
- Being disadvantaged
- Being known (or previously known) to children's social care
- Having other barriers to attendance (e.g. young carers)

Part of Ofsted's criteria for 'expected standard' for attendance and behaviour says that any reasonable adjustments and/or interventions should be timely and appropriate, well-chosen and targeted.

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

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

For students that are out of school there is an Out of School Offer process that we follow from Day 1 of the absence. (See appendix 2)

9. Attendance monitoring

9.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) weekly, half-termly, termly and yearly across the school and at an individual student, year group and cohort level.

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

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

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

9.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify students, groups or cohorts that need additional support with their attendance, and
- Identify students whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

9.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 9.4 below)
- Provide regular attendance reports to class teachers, to facilitate discussions with parents/carers, and to the governing board and school leaders
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate. This will be at DSL Network meetings and at the Special Head Teachers Network meetings.

9.4 Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student 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
- Target students with 50% or less attendance
- 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 students 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 in Tier 3 meetings.
 - 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 students. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 7, above)

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every other year by the attendance lead. At every review, the policy will be approved by the full governing board.

11. Links with other policies

This policy links to the following policies:

- Safeguarding and child Protection policy
- Behaviour policy
- Supporting students with medical conditions

Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

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

X	Not required to be in school	Student of non-compulsory school age is not required to attend
C2	Part-time timetable	Student is not in school due to having a part-time timetable
C	Exceptional circumstances	Student has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Student is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Student is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Student is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Student 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	Student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Student 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	Student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Student 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 student absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Student 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	Student'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	Student is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Student has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective student not on admission register	Student has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: Student Absence: Out of School Offer

Day 1 Absence

- CFT phone call (Tracey/Laura) to initiate process - first day calling
- Document reason and notes on Arbor
- Further investigate reason; escalate if necessary (Judith)

Day 3 Absence

- Welfare call by CFT

Day 5 Absence

- Home visit conducted
- Long term absence is classified after Day 5 (day 3 if needed)
- Absence reason and all contact documented
- Work offer: Short illness - work not offered; Long-term illness - work offered if appropriate
- Long term medical: work can be provided off-site

Week 2 Absence

- General work offer led by class teacher
- Weekly CFT contact/home visit
- If placement anxiety/school concern: Suzi collects concerns, discuss at T3 agenda, individual plan produced for safeguarding and education (with time scale)—Suzi leads
- Information gathering and sharing: Fact-finding, share at T3 meeting, referral to external agencies, decide and allocate support, outline plan, initial parent contact, general work offer provided, IMAP referral

Week 3 Absence

- Support plan actioned (Suzi/Judith)
- Therapy support actioned
- Set time scale for emergency review meeting
- Formal parent meeting for information sharing with DSL /CFT
- Class teacher reviews work offer/contact and makes adaptations

Week 5 Absence

- Paperwork collated
- T3 action plan review
- EHCP review (possible change of placement/funding review)
- Weekly visits by CFT (safeguarding)/home visits
- Work provided/contact with staff team
- Weekly action plan review

Week 7 Absence

- Meeting with Headteacher and DSL to share actions to date
- Local authority meeting
- Escalate safeguarding concerns if needed

Ongoing Work Offer

- Class teacher and team responsible
- Identified adult maintains relationship (daily contact, at least via Dojo message)
- Align with class curriculum offer (share work being done that week)
- Contact via Dojo/email/home visit

Appendix 3: Proforma letters

Letter 1

Dear Parent/Carer

(Address)

Date:

Re:

The Children & Family Team meets regularly with staff to discuss ways to improve the attendance and achievement of pupils. With your help we aim to make good attendance a priority for all pupils. We expect, in line with Government expectations, for your child to achieve at least 90% overall attendance target throughout their school life.

During a register inspection at Woodley School it has been noticed that your child's attendance has fallen below a satisfactory level. Please find enclosed a copy of the attendance register for your attention.

We know as a caring and responsible parent/carer you will understand the importance of regular and punctual school attendance. This is essential to ensure your child receives the full benefit of their education to which (name) is entitled to.

We will now be monitoring (name) school attendance over the next 4 school weeks; we expect that they will meet the minimum target of 90% attendance during this time. Should you require support in this matter please do not hesitate to contact the school or me at the above address.

Yours Sincerely

Letter 2

Parents name

Address

Date:

Re:

We wrote to you on (date) explaining our concerns about your child's attendance at Woodley School. You were informed of the level of your child's attendance at that date and set the target attendance of

We have now reviewed your child's attendance for that period and are disappointed to find that the target has not been achieved.

Over the last 4 weeks monitoring period your child achieved () % attendance.

Whilst our aim is to work in partnership with parents to resolve any problems relating to attendance, we do have the responsibility to bring cases before the Local Authority to issue an Education Supervision Order or issue a Fixed Penalty Notice if unauthorised absence persists.

We will continue to monitor (names) attendance for the next 4 school weeks; we expect that your child to achieve a minimum of 90% attendance during this time. If your child's attendance does not improve you will be asked to attend an Attendance Panel in school to discuss the reasons for non-attendance and an Attendance Contract may be instigated.

Should you require support, please do not hesitate to contact the school at the above address.

Yours Sincerely

Letter 2a

Parents name

Address

Date:

Re:

We wrote to you on (date) explaining our concerns about your child's attendance at (school). You were informed of the level of your child's attendance at that date and set the target attendance of

We have now reviewed your child's attendance for that period. It is super that your child's attendance has greatly improved. Over the monitoring period your child achieved () % attendance.

School will continue to monitor (names) attendance; it is expected that this will continue to improve. Should you require support please do not hesitate to contact the school at the above address.

Yours Sincerely

Letter 3

Parents name

Address

Date:

Re:

Dear

We last wrote to you on (date) explaining our concerns about your child's attendance at Woodley School. You were informed of the level of your child's attendance at that date and a target for attendance was set.

We have now reviewed your child's attendance for that period and are disappointed to find that the target has not been achieved. The staff at Woodley School are committed to raising the attendance and attainment of all students. We need your help to achieve the best for your child.

This letter is to invite you to an Attendance Panel on (date) at Woodley School.

Our aim will be to identify reasons for your child's non attendance, resolve any problems and reset a target for a further four week period. Failure to reach this target could result in an Education supervision Order or a Penalty Notice being issued or prosecution under the 2011 Education Act.

It is importance that you attend this appointment. Your child will be expected to attend school. It may be appropriate to include your child at some point at the panel, in which case they will be supported by a member of school staff.

If this date or time is not convenient, please contact the school or myself at the above address to arrange an alternative.

Yours Sincerely

Letter 4

Parent/carer

Address

Date:

Re:

Dear

You were invited to a meeting at Woodley School on (date), which you failed to attend. This meeting was to enable us to discuss concerns regarding your child's (ren's) school attendance.

In your absence a further 4 week monitoring period was set (dates)

It is expected that your child will achieve a minimum of 90% attendance over this period.

I must emphasise to you that you have a legal responsibility to ensure that (child) attends regular education; failure to do so can lead to an Education Supervision Order or a Penalty Notice Fine being issued. You could also face court proceedings if you fail to pay the fine.

If your child is absent from school for a valid reason you must contact the school immediately to let them know why they are absent and how long they will be absent from school.

Yours Sincerely

Exceptional Circumstances Leave Request Form

This form has been designed to clarify the process of Exceptional Circumstances Leave requests. The school is expected to comply with Government guidance by the DfE (Department for Education), and the LEA (Local Education Authority)

Pupil Name:

Date of birth:

Any other school age children?

Name:

School:

Name:

School:

Dates of leave:

Total amount of days absent from school:

Does the leave overlap with beginning or end of term?

YES: NO:

Please state the reason for leave/ sensory break:

Each request can only be judged on a case-by-case basis, you will receive a reply from the school in writing.

Person submitting application:

Relationship to child:

Signature:

Date: