TRUE LEARNING

PARTNERSHIP

MAT Attendance Policy
Hague Bar Primary School
(from 1 September 2026)

Attendance Policy	
Approved by: Governing Body **Date: TBC**	**Approved by: Achievement and Standards Committee**
Policy Date: September 2026	**Review Date: July 2027**

Contents

1. Policy Statement and Purpose.....2
2. The importance of attendance 3
3. Legislation and guidance.....5
4. Roles and responsibilities 5
5. Recording attendance 9
6. Authorised and unauthorised absence 12
7. Strategies for promoting attendance 15
8. Supporting pupils who are absent or returning to school 15
9. Attendance monitoring 17
10. Monitoring arrangements 18
11. Links with other policies 18
Appendix 1: attendance codes 19

Policy Statement and Purpose

Hague Bar Primary School is committed to providing a welcoming and caring environment where every pupil feels safe and valued. Regular attendance and excellent punctuality are essential in ensuring pupils make sustained academic progress and social development.

The school works in partnership with pupils and their parents or carers to promote the importance of regular and punctual attendance. Regular and punctual attendance is vital in ensuring that all children have full access to the curriculum, as valuable learning time is lost when pupils are absent or late.

The purpose of this policy is to ensure excellent attendance for all, that maximises pupil potential. As a school, we recognise that regular attendance has a positive impact on the motivation and attainment of pupils. As such, this policy serves to give clear guidance to all stakeholders on their roles and responsibilities; provide advice and information on statutory duties of parents / carers and the school and demonstrate how the school will work in partnership with families, the local authority and other organisations to support the best possible attendance of all pupils.

Through this policy we will demonstrate our commitment to:

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

In our whole school approach to raising and maintaining excellent attendance, we aim to work with pupils and families to listen, understand, empathise and support families - whilst continuing to challenge poor attendance and maintain the highest of expectations of all of our pupils.

2. The Importance of School Attendance

Regular attendance at school is vital to support pupils to achieve and help them get the best possible start in life. Good attendance is central to pupils' academic achievement and personal development.

Research shows that going to school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects.

As well as this, going to school helps to develop:

- friendships
- social skills
- team values
- life skills

- cultural awareness
- career pathways

We know that 90% of persistent non-attenders do not achieve expected levels of development at KS1 and KS2 and do not gain five or more good GCSEs.

Young people who regularly miss school without good reason are also more likely to become isolated from their friends, to underachieve in examinations and/or become involved in anti-social behaviour. In addition, Keeping Children Safe in Education, 2025 makes clear the fact that Children Missing Education are at significant risk of being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. For the most vulnerable pupils, research has shown associations between regular absence from school and crime (the proportion of children that had been cautioned or sentenced for any offence that had ever been persistently absent was 81% and for serious violence offence was 85%). Regular attendance is therefore one of the most important protective factors and the best opportunity for needs to be identified and support provided.

Attendance and Punctuality - Lost Learning Hours

Attendance	Impact	Hours Lost per year		Minutes Late Each Day	Impact per year
100%	0 Days Lost	0 Hours Lost		5 minutes	3.5 Days Lost
95%	9 Days Lost	45 Hours Lost		10 minutes	7 Days Lost
90%	19 Days Lost	95 Hours Lost		15 minutes	10.5 Days Lost
85%	28 Days Lost	140 Hours Lost		20 minutes	14 Days Lost
80%	38 Days Lost	190 Hours Lost		25 minutes	17.5 Days Lost
70%	46 Days Lost	230 Hours Lost		30 minutes	21 Days Lost

3. Legislation and guidance

This policy meets the requirements of the working together to improve school attendance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of The Education Act 1996
- Part 3 of The Education Act 2002
- Part 7 of The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

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

4. Roles and Responsibilities

4.1 Trust Board

The Trust Board is responsible for:

- Setting Trust-wide policy, ensuring that this meets statutory requirements and is adopted by all of the Trust's schools
- Setting high expectations of trust leaders in relation to pupil attendance
- Regularly reviewing and challenging Trust-wide attendance data and holding Trust leaders to account around the application of the Trust policy

4.2 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, 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 pupils, 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 pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most

- 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 pupils' 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 pupils, where appropriate

4.3 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 pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the Assistant Headteacher – Safeguarding and Attendance to be able to do so
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
- Making sure school leaders fulfil expectations and statutory duties, including making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
- Ensuring the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate

4.4 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Devising specific strategies to address areas of poor attendance identified through data

- Building relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention reintegration plans in partnership with pupils and their parents/carers

The designated senior leader responsible for attendance is Abby Moss and can be contacted via 01663 762203 or via info@haguebarprimary.org.uk

4.5 The attendance officer

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 staff to tackle persistent absence
- Advising the Headteacher/Assistant Headteacher – Safeguarding and Attendance (authorised by the headteacher) when to issue fixed-penalty notices
- Monitors the attendance of pupils attending provision off-site.
- Ensures that any Children Missing from Education are identified and that procedures are followed accordingly in line with the Local Authority's Code of Conduct.
- Prepares case files for prosecution in the Magistrates Court for poor or non-attendance.
- Taking calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Speak to parents/carers in order to provide them with more detailed support on pastoral concerns potentially affecting attendance
- Monitor focus groups of pupils with low attendance and poor punctuality in liaison with the Attendance Manager and implement strategies to re-engage these pupils, through effective communication with parents/carers, regular discussions with the pupils and partnership working with internal and external professionals.
- To make, support or advise on home-visits to pupils who are failing to engage with school
- To form constructive relationships with pupils who are failing to engage with school (and their parents/carers)
- To establish barriers to pupil attendance and work closely with our Attendance Manager, Pastoral Team, Family Support Team and SLT in order to seek appropriate and timely interventions

The attendance officer is Ellie Bryan and can be contacted via info@haguebarprimary.org.uk.

4.6 SENDCO

- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND,

including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
- Working with the parents of pupils with special educational needs and/or disabilities

4.7 Class teachers and form tutors

Class teachers and form tutors are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office via an electronic system for tutor period and each school lesson. Form tutors will also serve as the first line in supporting changes to attendance through low-tier intervention in tutor time.

4.8 Parents/carers

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/carers 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
- Ensure that, where possible, appointments for their child are made outside of the school day and where not possible, provide evidence of the appointment
- Keep to any attendance contracts that they make with the school and/or local authority

4.9 Pupils

Pupils are expected to:

- Attend school each day on time and attend every timetabled session on time unless they are too sick to be in school or infectious – use NHS guidance as a guide for attendance linking to illness.

5. Recording attendance

5.1 Attendance register

We will keep an attendance register and place all pupils onto this register.

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

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

Any amendment to the attendance register will include:

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

See appendix 1 for the DfE attendance codes.

We will also record:

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

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

Pupils should arrive in school between 8:50 – 9:00 on each school day, ready to be registered at the latest of 09:05.

The register for the second session will be taken at 12:50 for reception, 13:00 for KS1 and 13:15 for LKS2 and UKS2.

5.2 Unplanned absence

The pupil's parent/carer 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 and choosing the 'reporting pupil absence option'.

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

Where the absence is longer than 3 days or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If a pupil has had 3 days of absence due to illness, then the school will also ask for this medical evidence for subsequent periods of absence relating to illness.

The school may also conduct a home visit to discuss the impact of the absence and review what further support can be offered to parents/carers and the pupil to improve their attendance.

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

5.3 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 provides relevant evidence, such as an appointment card or copy of a medical appointment letter.

Parents/carers should contact the school to inform them of any planned absences. This can be done using the school telephone number 01663 797332.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary. **Pupils who have appointments made for school time should attend school before and after the appointment.** This will enable them, in most cases, to still get their AM and/or PM registration marks. They must sign-out and sign back in at main reception.

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

5.4 Lateness and punctuality

We expect and support all pupils at (insert school name) to attend school on time, every day.

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code
- Pupils who arrive after 09:05 should report to reception where they will be marked late (L).
- Pupils who arrive after 09:30 do not get an AM mark and are considered to have had an unauthorised absence, 'U'.
- If there is a legitimate reason for lateness, e.g. doctor's appointment, parents/carers must notify the school **before 8.00 am** that their child will be late for this reason and on arrival at school must show their appointment card/letter to Reception. They will not be marked as late but will be given an authorised absence for medical reasons (M).

5.5 Following up unexplained absence

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

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may contact relevant agencies, such as Children's Services or Cheshire East Children Missing From Education
- Identify whether the absence is approved or not
- Potentially conduct a home visit to discuss the absence
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving educational support staff
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention (see section 6.2 below), as appropriate

5.6 Reporting to parents/carers

The school will regularly inform parents/carers (see definition of 'parent', as used in this policy in section 4.10 above) about their child's attendance and absence levels using a variety of communication methods, including the use of the Bromcom My Child at School platform, school reports and regular telephone communication for pupils whose attendance is below 97% and/or where there are concerns around attendance

6. Authorised and unauthorised absence

6.1 Approval for exceptional circumstances leave during term-time

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

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

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

- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as one-off events which are unavoidable, examples may include the death of a close relative or attendance at a funeral.

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

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

Availability of lower-cost holidays and overlap with the beginning and end of term will not be accepted as exceptional circumstances.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via info@haguebarprimary.org.uk

The headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- Illness (including mental illness) and medical/dental appointments (see sections 5.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents/carers belong. If necessary, the school will seek advice from the parents'/carers' religious body to confirm whether the day is set apart
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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

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

- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

6.2 Sanctions

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

Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

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

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

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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

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

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

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

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

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

Notices to improve

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

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

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance 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 Strategies for promoting attendance

The school will promote high and improving attendance through a range of methods, including:

- Contacting parents via telephone and/or via text message/My Child at School
- Rewards assemblies
- Celebration and recognition in tutor time
- Attendance displays
- Participation in end of term rewards events

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

The school will work with parents/carers and pupils to identify strategies to mitigate the complex barriers that a pupil may have to attendance. This includes:

- Working with a multi-agency approach, engaging with local services to ensure there is a collaborative approach e.g. medical practitioners and social services
- Engaging our Family Support service to support the family
- Regular meetings with parents/carers to review attendance progress and ongoing support to ensure that pupils attendance continues to improve
- Pastoral support with the pupil's year manager
- Where appropriate, reasonable adjustments made within lessons to facilitate the mitigation of barriers

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

- Where applicable the school may refer pupils to the Mental Health Support Team, school counsellors or external mental health support services.
- We also work closely with medical professionals to support and remove barriers to attendance, using a collaborative approach.
- The SENDCO may also co-ordinate further support. This may involve a SEND key worker or reasonable adjustments to support good attendance.
- Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.
- We may conduct home visits where attendance is a concern and/or to check on a student's welfare in order to support the student's return to school.

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

Where a pupil has had a lengthy or unavoidable period of absence, there may be an attendance support plan that is implemented with the pupil. This will involve regular meetings with the headteacher, as well as support from their teachers.

We are aware that it can be challenging to return after a long period of absence, but it is imperative that the school, pupil and parents/carers work together to ensure that periods of lost learning do not have a significant impact on a pupil's overall progress. Therefore, catch-up work may be set and the pupil will be supported in ensuring that they reach their full potential.

9. Attendance monitoring

9.1 Monitoring attendance

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

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

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely, as per the changes to 'Working together to improve school attendance, 2024'

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

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

9.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Bespoke support will be offered, including:
    - Working with multi-agencies
    - Attendance panels
    - Home visits
    - Regular contact with parents/carers
    - Support from a number of internal services
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

9.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families
- Provide regular attendance reports to class teachers to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding lead and pupil premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

9.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents/carers of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions
- Hold Attendance Panels to review what further support can be offered to mitigate barriers to attendance
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Where relevant, hold TAC (Team Around the Child) meetings with internal services to look at how barriers to attendance can be mitigated
- Work with multi-agencies to look at how barriers to attendance can be mitigated
- Communicate to parents/carers, to inform them of the impact of low attendance and to offer further support
- Monitor groups of attendance to ensure that attendance improves, celebrating these improvements and implementing further support if necessary
- Implement sanctions, where necessary (see section 5.2, above)

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum each year by the Assistant Headteacher – Safeguarding and Attendance. At every review, the policy will be approved by the governing board.

11. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered

Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made

Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: ● In police detention ● Remanded to youth detention, awaiting trial or sentencing, or ● Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		

G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays