



**First Thought
Independent School**

FIRST THOUGHT CARE SERVICES

Attendance Policy

2026-2027

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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 pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. 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 7 of the [Education and Inspections Act 2006](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- The [Equality Act 2010](#)

It also refers to:

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

3. Roles and Responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils 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 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
- 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 Head of School to account for the implementation of this policy

3.2 The Head of School

The Head of School is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to commissioners and governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing penalty notices, where necessary, and/or authorising the Assistant Head (SENCo and Inclusion) to be able to do so
- Working with the parents/carers 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/carers through all available channels
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a pupil'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 pupils 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 pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

The designated senior leader also known as the 'senior attendance champion' 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 pupils, 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 pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

Due to the size of our school, the Designated Senior Leader for Attendance will also fulfill the role of attendance officer who 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 Head of School
- › Working with education welfare officers to tackle persistent absence
- › Advising the Head of School/Assistant Head (SENCo and Inclusion) when to issue fixed-penalty notices. The Head of School is responsible for authorising these notices.

The designated senior leader responsible for attendance is The Assistant Head (SENCo & Inclusion) and can be contacted via **01242 472126** /or email address TBC].

3.4 School admin staff

School admin staff will:

- Record pupils attendance for the morning session as they arrive using the correct codes (see Appendix 1).
- Record pupils attendance to the afternoon session based on class teachers records using the correct codes. (see Appendix 1)
- 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 Assistant Head (SENCO and Inclusion) where appropriate, in order to provide them with more detailed support on attendance

3.5 Class teachers

- Class teachers are responsible for recording pupil's attendance to both morning and afternoon sessions on a daily basis. Even though admin staff record pupils attendance upon arrival in the morning – the school also needs teachers to record attendance to the morning session to make sure that pupils in school attend the sessions scheduled for them.
- Class teachers are required to submit this information to the school office by 2pm.

3.6 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/timetabled session on time
- Call the school to report their child's absence before 9am 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
- 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 Assistant Head (SENCo and Inclusion), who can be contacted via **01242 472126** /or email address TBC]

3.7 Pupils

Pupils 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 pupils 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 (Pupil Registration) (England) Regulations 2024, whether every pupil 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 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.

The school day starts at **9:00** and ends at **15:00**.

Pupils must arrive in school between **9:00** and **9:15** on each school day.

The register for the first session will be taken as pupil arrive and will be kept open until 9:30. The register for the afternoon session will be taken at **12:40** and will be kept open **13:30**.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by **9:15 am** or as soon as practically possible, by calling the school admin staff, who can be contacted via **01242 472126** or **admin@ftindependentschool.co.uk** They must also notify the school on each subsequent day of absence, and advise when they are expected to return

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 pupil's parent notifies the school in advance of the appointment.

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

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

4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

4.5 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 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 arrange a safe and well check.
- Identify whether the absence is approved or not

- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- 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 pupil's social worker and/or youth offending team officer
- 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 after multiple efforts: issue a notice to improve, penalty notice or other legal intervention (see section 7 below), as 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 via termly written reports.

5. Authorised Absence

5.1 Approval for term-time absence

The Head of School 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 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 Head of School's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as rare and unexpected circumstances which are unlikely to reoccur. Examples include:

- Medical emergencies
- Family emergencies (e.g. death of a relative)

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 1 week before the absence, and in accordance with any leave of absence request form, accessible via the school website. The Head of School 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 pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart for religious observance
- Parent(s) travelling for occupational purposes – a pupil is a mobile child if their parent is travelling in the course of their trade or business and the pupil is travelling with them. In these circumstances a pupil 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 pupil 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 Head of School will allow pupils 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 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. Strategies for Promoting Attendance

We want our pupils to succeed and develop their skills. To do this, pupils need to avoid missing lessons and days of school as much as possible. As a school, we want to reward high attendance and not just penalise pupils for poor attendance.

The school promotes attendance through encouragement, understanding and celebration. We recognise that pupils with SLD, ASC and complex needs may face individual challenges linked to health, anxiety or changes in routine, so our strategies are flexible and supportive.

Staff provide a warm, consistent welcome each morning to help pupils feel settled and safe. Visual timetables and clear routines are used to reduce anxiety and support readiness for learning. Attendance is promoted through positive messages about belonging, learning and friendship, with an emphasis on the benefits of coming to school rather than the consequences of absence.

Attendance achievements are celebrated regularly through class-based rewards, certificates and small incentives that reflect each pupil's interests and needs. Whole-class rewards or special activities may be used to recognise collective effort and teamwork. Good attendance and progress are acknowledged in assemblies and newsletters, with an emphasis on encouragement and inclusion rather than competition.

The school works closely with parents and carers to understand and address any barriers to attendance. Where needed, individual support plans may include phased transitions, flexible start times or additional emotional regulation strategies. Small and sustained improvements are recognised and celebrated, reinforcing progress over time.

7. Supporting Pupils with Poor Attendance

The school recognises that all pupils have additional learning needs and that persistent or emerging absence is often linked to underlying barriers such as anxiety, medical needs, sensory sensitivities, changes in routine or family circumstances. Our approach is therefore restorative and supportive, aimed at understanding and addressing the reasons behind absence before considering any formal action.

7.1 Understanding Barriers to Attendance

Barriers may include complex needs arising from a pupil's diagnosis or developmental profile, health or mental

health difficulties, sensory processing challenges, communication needs, transport difficulties, or wider family and social factors. Staff are trained to recognise these and to respond in ways that promote trust, consistency and emotional security.

7. 2 Early Identification and Partnership Working

Attendance data is monitored weekly to identify patterns and early signs of concern. When difficulties are identified, staff make prompt and sensitive contact with parents or carers to explore the underlying reasons. The focus is always on collaboration, empathy and practical problem-solving. The school maintains close liaison with external professionals such as therapists, social workers and the Local Authority, ensuring a coordinated response. Where a pupil's attendance falls significantly, the Local Authority is informed, and a multi-agency review may be initiated to agree further actions.

7. 3 Individualised Support and Adjustments

Plans to support attendance are highly personalised and may include phased or flexible timetables, additional support from a key adult, environmental adjustments, sensory or emotional regulation opportunities, and structured transition routines. Plans are created for pupils whose absence rate is classed as persistent (10% or higher) or severe (50% or higher). Pupils with health or medical needs may have a reintegration plan developed in consultation with health professionals. The aim is always to maintain a sense of belonging and connection with school while gradually increasing attendance in a sustainable way.

7. 4 Support for Pupils with Other Barriers to Attendance

For pupils who are disadvantaged or are known (or previously known) to children's social care, additional pastoral contact and family liaison are provided to ensure equity and continuity of support. Staff maintain a flexible and solution-focused approach, ensuring that no pupil is disadvantaged due to their circumstances.

7. 5 Monitoring Progress and Celebrating Improvement

Progress towards improved attendance is reviewed regularly with parents and carers, and small, sustained improvements are acknowledged and celebrated. Positive reinforcement, personalised rewards and clear communication with home are used to maintain motivation and consistency.

8. Graduated Response: Step-by-Step Process Before Formal Measures

The school will use a graduated, relationship-based approach to address any emerging attendance concerns before considering formal interventions. The steps below outline the procedures staff will follow to maintain communication, identify barriers early, and support re-engagement.

8.1 First-Day Response

If a pupil is absent and parents or carers have not contacted the school, a same-day telephone call will be made to establish the reason for absence. If no contact can be made, a follow-up message (by text or email) will be sent requesting an urgent response. Where contact cannot be established and there are safeguarding concerns, the Designated Safeguarding Lead (DSL) will assess whether a same-day home visit or police welfare check is required.

8.2 Follow-Up Contact (Day 2)

If absence continues, staff will make further contact with parents or carers to discuss the reason for continued absence, expected return date and any possible barriers to attendance. Reasonable short-term adjustments may be agreed, such as later start times, meet-and-greet support or sensory regulation opportunities.

8.3 Emerging Pattern Review

Where attendance begins to show a pattern of concern (for example, several absences across two weeks), the Designated Senior Leader for attendance will review the case. Parents or carers will be contacted to arrange an initial conversation, and a supportive letter confirming agreed actions may be sent.

8.4 Attendance Support Meeting

If concerns persist, the school will invite parents or carers to a meeting with the Designated Senior Leader for attendance and class teacher to explore underlying causes and agree an Attendance Support Plan. The plan may include individual adjustments, key adult support, phased timetables or short-term targets, which are reviewed regularly.

8.5 Home Visit (if appropriate)

Where engagement with the family is difficult or the pupil experiences anxiety about returning, a home visit may be undertaken by two members of staff to maintain contact and explore possible solutions. The visit will be supportive in nature and focus on problem-solving, not enforcement.

8.6 Ongoing Review

The Attendance Support Plan will be reviewed frequently (typically every two to four weeks). Progress will be shared with parents and carers, and plans adapted in response to the pupil's needs. Small and sustained improvements will be celebrated to encourage consistency and confidence.

8.7 Multi-Agency Discussion

If attendance does not improve despite early intervention, the school will seek advice or involvement from relevant professionals, such as therapists, health practitioners or the Local Authority. Where attendance is significantly affected and the pupil has an Education, Health and Care Plan (EHCP), the Local Authority will be informed, and a review of provision may be requested.

8.8 Senior Leadership Review

Before any formal attendance measures are considered, the Head of School will review the case, ensuring that all supportive strategies have been exhausted and that communication with parents or carers has been consistent and fair.

Only after this graduated process has been completed, and if attendance continues to cause significant concern, will the school consider moving to formal interventions in partnership with the Local Authority.

9. Formal Interventions

9.1 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 pupil if they are old enough to understand) to discuss how we can work in partnership to improve the pupil'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.

9.2 Education supervision order

In cases where voluntary early help plans and 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.

9.3 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 pupil attends school.

It 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, 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

9.4 Penalty notices

The Head of School or the Assistant Head (SENCo and Inclusion) authorised by the Head of School), 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, we 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 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

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.

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

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

10. Supporting Pupils Returning after a Lengthy or Unavoidable Period of Absence

The school recognises that returning to school after a period of absence can be challenging for pupils with SLD, ASC and complex needs. Extended absence may disrupt established routines, increase anxiety, and affect confidence or readiness to learn. The school therefore takes a planned, sensitive and individualised approach to reintegration.

10.1 Planning and Preparation

- As soon as the school becomes aware that a pupil will be returning after a period of absence, the Assistant Head (SENCo and Inclusion) and class teacher liaise with parents or carers and any relevant professionals to agree a reintegration plan.
- The plan is informed by the pupil's needs, the reason for absence, and any changes in health, medication or family circumstances.
- Where appropriate, health professionals, therapists or social care staff are consulted to ensure that support is coordinated and consistent.

10.2 Gradual Reintegration and Adjustment

- Reintegration may begin with short visits or part-time attendance to help the pupil rebuild familiarity and confidence.
- Adjustments may include a phased timetable, access to a key adult, sensory breaks, and visual or social stories to help the pupil understand and manage the return.
- The classroom environment and routines are reviewed to ensure they remain appropriate to the pupil's needs and reduce potential stressors.

10.3 Emotional and Social Support

- Staff provide reassurance and consistent communication to help the pupil feel secure.
- Friendship-building and social opportunities are supported through planned activities and peer inclusion strategies.
- Where relevant, emotional regulation tools or therapeutic input are offered to help the pupil manage anxiety or changes in routine.

10.4 Monitoring and Review

- The reintegration plan is reviewed regularly with parents and carers and adjusted in response to the pupil's progress and well-being.
- Staff monitor the pupil's engagement, attendance and emotional state closely, sharing updates with the SENCo and senior leaders.
- Success is celebrated, and progress even in small steps is positively reinforced.

This graduated, collaborative approach ensures that each pupil's return to school is managed with care, consistency and dignity, supporting both attendance and well-being.

11. Attendance Monitoring

11.1 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 pupil, year group and cohort level.

Specific pupil 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, level against local, regional, and national levels to identify areas of focus for improvement and share this with the governing board.

11.2 Analysing attendance

The school will:

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

11.3 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 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 key workers to facilitate discussions with pupils and families, and to the governing board and school
- 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

11.4 Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 7, above)

Procedures for targeting unauthorised absence have been outlined in detail in sections 8 and 9.

12. Monitoring Arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum [insert frequency] by [name/job title of individual]. At every review, the policy will be approved by the full governing board.

13. Links with other Policies

This policy links to the following policies:

- Safeguarding and Child protection policy
- Behaviour policy
- Supporting pupils 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)	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

