Maritime Academy Trust Attendance Strategy

In addition to a school's attendance policy, below are the actions Maritime Academy Trust Schools undertake to support, monitor and improve pupil attendance.

INSTIL A STAFF MINDSET OF HIGH EXPECTATIONS AROUND ATTENDANCE

Having all of your staff on board will help to make sure your approach to your attendance policy is consistent throughout your school. To do this:

- Give staff the necessary attendance vocabulary and encouraging soundbites, like "every school day is a great day"
- Remind staff to model a 100% expectation for pupils to attend and learn in every lesson.
- Make sure staff members model personal punctuality themselves
- Make sure staff are aware that mental health needs can be a barrier to attendance, whether or not they've been diagnosed. However, if a pupil is anxious about coming to school, long periods of absence can make the issue worse. Therefore, you should emphasise that school attendance will actually help these barriers in the long run.

ESTABLISH A SCHOOL'S CULTURE OF GOOD ATTENDANCE

- Visibly demonstrate the benefits of good attendance throughout school life. This may include in displays, assemblies or in registration periods.
- Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence
- Monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families.

ESTABLISH A SENIOR LEADERSHIP TEAM PRESENCE AROUND SCHOOL

- Designate a school leader with responsibility for pupil attendance, known as a 'senior attendance champion'.
- Have your senior leaders on the playground each morning.
- Have your senior leaders greet pupils on the playground or at the front of the school each morning, to give pupils a warm welcome.
- Make sure this first interaction is a positive one – avoid telling pupils off for being late or not wearing the right uniform. These are issues that can be addressed later in the day.
- Show that you've noticed when an often-absent pupil makes it to school that day.
- Greet them and let them know you're looking forward to seeing them the next day, too.
- In primary settings especially, this is also a good opportunity to build relationships with parents. This will help you work together to address any attendance issues that may come up.

MAKE GOOD ATTENDANCE EVERYONE'S RESPONSIBILITY

Use this as a soundbite in its own right, and regularly remind your school community of this point.

Work with parents

- Parents/carers will be best placed to support their pupil and notice any issues that may be a barrier to attendance.
- Involve parents as soon as you notice an attendance issue with a pupil, and frame the discussion around what steps you can take to prevent it becoming a bigger problem.

- Use meetings, newsletters and your school website to get all parents/carers on board with your school's expectation for high attendance.
- Offer parenting classes that include sessions on morning routines and helpful ideas, such as 'getting dressed music'.
- Hold school uniform sales and have a stock from school donations, to help parents who can't afford to purchase new items. This can help parents overcome any self-consciousness about sending their children to school in an outgrown uniform, for example.

Involve your local community

Invite adult role models from your community to:

- Share the importance of good attendance.
- Discuss what happens if someone is late in the workplace or misses work.
- Demonstrate commitment and resilience to pupils You could do this in assemblies or PSHE, for example.
- Consider using your Parent LAC members to stress the importance of attendance and the robustness of school policies and procedures to others, especially if they're influential in your local community.

GIVE PUPILS A PURPOSE TO BE IN SCHOOL EACH DAY

- Younger pupils especially might not make the link between good attendance and achievement.
- Have staff provide low-attenders with a task or responsibility each day, such as tidying the book corner or looking after younger pupils on the playground.
- Encourage staff to remind low-attenders about anything exciting happening the following day, such as, "it will be lovely to watch you play football tomorrow".
- You could also schedule regular pupil voice meetings about non-attendance, so your pupils understand and can share with others the impact of poor attendance.

PROVIDE SECURE CONDITIONS FOR LEARNING

- A safe school environment is incredibly important for many reasons, including attendance. It will help to make sure your pupils want to attend every day.
- Be relentless with managing bullying or any other issues between pupils, including on social media.
- Offer safe spaces around school and make sure pupils know who they can talk to if they're experiencing any issues from challenges with their peers, to their mental health.
- If you know a specific pupil is struggling, set up regular times for a trusted member of staff to check in with how they're doing, and find out if they need more support.
- You don't need to wait for an official diagnosis of a mental health issue to do this – take action and put appropriate steps in place as soon as you can when you notice that any pupil is struggling.

USE YOUR EXCITING CURRICULUM TO ENTICE PUPILS

- Your pupils need to feel that their learning is worthwhile. Make your curriculum stand out and highlight what's coming up, so they don't want to miss out on any learning.
- Work teaching about attendance into your curriculum. In lessons, ask your teachers to:
- Use pre-learning and anticipation of the next lesson's content to interest children – for example, "tomorrow we are …"
- Link learning to past and future lessons, split content, and use pole-bridging to link lessons – such as "you will remember in our last lesson we …"

ANTICIPATE FAMILY PATTERNS

These might include:

- Holidays during term time
- Birthdays off

- Younger siblings copying the behaviour of older family members

INCLUDE CLEAR STAGES OF ACTION IN YOUR POLICY

- You want to make it clear that any fines for non-attendance are not a disincentive due to the cost of travel in school holidays.
- Discuss this with parents and outline it on your school website or in a newsletter.
- Make sure you:
    - Have robust systems and structures for attendance, and review them regularly
    - Use data analysis to make sure no pupils fall through the attendance gap
    - Engage outside agencies to help manage persistent absentees

Managing Attendance Policy 2024

Approved by:	C Markham	Date: September 2024
Last reviewed on:	September 2024	
Next review due by:	September 2026	

Attendance Policy Principles

Promoting excellent attendance is the responsibility of the whole school community. Our schools will promote excellent attendance through their use of curriculum and learning materials. This is reinforced in our school's Behaviour and other policies. Excellent attendance by pupils will be recognised appropriately. All children should be at school, on time, every day the school is open, unless the reason for the absence is unavoidable.

Contents

1. Aims 5
2. Legislation and guidance 5
3. Roles and responsibilities 6
4. Recording attendance 8
5. Authorised and unauthorised absence 10
6. Strategies for promoting attendance 13
7. Supporting pupils who are absent or returning to school 14
8. Attendance monitoring 14
9. Monitoring arrangements 16
10. Links with other policies 16
    Appendix 1: attendance codes 16

1. Aims

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

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

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment
- It also refers to:
- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

3.1 The Local Academy Council, and Trust

The Academy Trust 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
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Sharing effective practice on attendance management and improvement across schools
- 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
- Appointing a designated senior leader for attendance
- 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
- Authorising the Local Authority to be able to issue fixed penalty notices
- 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

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 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
- The designated senior leader responsible for attendance is Sarah Rose and can be contacted via 020 8857 4965 and/or office@gpsmat.org

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- 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 headteacher (authorised by the headteacher) when to issue fixed-penalty notices
- The attendance officer is Yvonne Lawrence and can be contacted on 01634 336206 or y.lawrence@bligh-maritime.org.

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. This needs to be completed by 9.15.

3.6 School Office Staff

School Office Staff will:

- Monitor absence reported through MCAS app on a day-to-day basis
- Text all parents when there has been no reported reason for an absence
- Monitor attendance of vulnerable children and inform the Head Teacher/DSL of absences
- Transfer calls from parents/carers to Head teacher ,where appropriate, in order to provide them with more detailed support on attendance

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
- Report absences to school through the Studybugs app before 8.30 am 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 Ms Lawrence y.lawrence@bligh-maritime.org
- Parents are expected to refer to and consulted the NHS guidance Is my child too ill for school when considering keeping their child home from school.

3.8 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 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 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 8.30 am and ends at 3.15pm for KS1 and 3.20pm for KS2.

Pupils must arrive in school by 8.20 am on each school day when the gates open.

The register for the first session will be taken at 8.30am and will be kept open until 8.40am.

The register for the second session will be taken at 1.30pm and will be kept open until 1.35pm

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 8.30am or as soon as practically possible, by using the Studybugs app.

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

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

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.

Planned absences should be recorded on the Studybugs app

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

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

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
- The school may escalate persistent absence to SEEAS for further support

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 [insert measures, e.g. contact police]
- Identify whether the absence is approved or not

- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to the pupil's 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 the school may issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate.

If an unexplained absence continues for 10 school days, the school will make a Child Missing Education (CME) referral to the Local Authority.

4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels 4 times per year (3 during parents evening and once in a written report).

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

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

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

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 - attending school entrance examinations
- A temporary, time-limited part-time timetable
- Exceptional circumstances

We define 'exceptional circumstances' as rare, unavoidable, and short-term events that are considered significant. They are unique to each family and are decided by the head teacher based on their assessment of the request.

Unauthorised absences are periods of "leave" which the school does not consider reasonable and for which no authorisation has been given. With unauthorised absence, the school does not agree that the reason given by a parent is acceptable.

As a leave of absence will only be authorised where either unplanned sickness or an authorised leave of absence above including exceptional circumstances as outlined above, family holiday is therefore an unauthorised leave of absence.

Where a leave of absence crosses the national threshold (*10 sessions of unauthorised absence in a rolling period of 10 school weeks*) it can lead to the Local Authority using sanctions and/or legal proceedings as outlined in 5.2 (Sanctions).

Unauthorised reasons include:

- Parents/carers keeping children off unnecessarily
- Truancy before or during the school day

- Absences which have never been properly explained
- Pupils who arrive at school after the register has closed
- Shopping, looking after other children or birthdays
- Day trips and holidays in term time, unless an authorised school trip
- Oversleeping
- Absence to look after an unwell sibling/family member
- Confusion over term dates
- School refusal

Some examples of exceptional circumstances include:

- A close family member's death or terminal illness
- Attending a funeral
- A parent's wedding
- A housing crisis
- A health professional recommends an absence for a parent or child's rehabilitation
- A child of service personnel who is about to go on deployment
- Important religious observances

Leave of absence will not be granted for a pupil 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 two 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.

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
- Parent(s) 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

5.2 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.

Schools will consider whether a penalty notice for absence is appropriate in each individual case where one of their pupils reaches the national threshold for considering a penalty notice. Schools will not have a blanket position of issuing or not issuing penalty notices and will make judgements on each individual case.

- **The threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks.**

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

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.

Summary

Per Parent Per Child	Penalty Notice Fines will be issued to each parent, for each child that was absent. E.g if you have 3 siblings absent for Term Time Leave, that would result in each parent receiving 3 separate fines.
5 Consecutive Days of Term Time Leave	Penalty Notice Fines will be issued for Term Time Leave of ***5 or more consecutive days***. Inset training days are school days and can be included in the 5 or more consecutive days where there was intent to be absent for term time leave.
10 Sessions of Unauthorised Absence in a 10 week period	Penalty Notice Fines will be considered when there has been 1***0 sessions of unauthorised absence in a 10 week period***.

First Offence	The first time a Penalty Notice is issued for Term Time Leave, or Irregular Attendance, the amount will be: £160 per parent, per child (if paid within 28 days), this will be reduced to £80 per parent, per child (if paid within 21 days).
Second Offence (within 3 years)	The second time a Penalty Notice is issued for Term Time Leave, or Irregular Attendance, the amount will be: £160 per parent, per child (if paid within 28 days)
Third Offence and any further offences (within 3 years)	The third time an offence is committed for Term Time Leave or Irregular Attendance, a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates Court. Magistrates' fines can be up to £2500 per parent, per child. Cases found guilty in Magistrates Court can show on the parents' future DBS certificate, due to 'failure to safeguard a child's education'.

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

6. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

The school will show best endeavour to support children and their families in maintaining high levels of attendance. The school will seek to work in partnership and remove barriers as they present themselves.

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

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.

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

The school will work with parents to ensure that any return to school after a prolonged absence is managed in the best interest of the child and family.

8. Attendance monitoring

Absence is monitored weekly in SLT meeting and also with the attendance officer and SEEAS representative. The head teacher reports absence to the LAC at least once per year and via the IDSR.

8.1 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.

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 local academy council board.

8.2 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

8.3 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 (see section 8.4 below)
- Provide regular attendance reports to facilitate discussions with pupils and families, and to the local academy council board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- 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

8.4 Reducing persistent and severe absence

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

The school will:

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

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the headteacher

At every review, the policy will be approved by the full LAC board meeting

10. Links with other policies

This policy links to the following policies:

- Child protection and Safeguarding policy
- Relationships and 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