

St John's Highbury Vale CE Primary School



'I can do all things through Christ who strengthens me' Philippians 4:13

Attendance and Punctuality Policy

**Ratified: Autumn 2025
Review Date: Autumn 2026**

At the heart of our school vision is a desire for an authentic and life-giving relationship with ourselves, one another, our world, and with God. We believe that it is through Christ who gives us the strength, all can achieve within a learning environment where every child is valued as a unique individual created in the image of God, and where teaching and learning is of consistently high standard.

STJHV Statement of Intent

St John's Highbury Vale in Islington is committed to providing a nurturing and inspiring environment where every child is empowered to reach their full potential. Grounded in our Christian ethos and guided by our values, we strive to create a vibrant and dynamic educational experience that prepares our pupils to lead fulfilling lives and contribute positively to society.

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1. Designated senior leader responsible for attendance:

- a. **Ms Khan** and can be contacted via
- b. Telephone: 020 7226 4906
- c. Email: admin@stjhv.islington.sch.uk

2. Attendance Officer

- a. **Clare Thomson - Family Support Advisor**
- b. Telephone: 020 7226 4906
- c. Email: admin@stjhv.islington.sch.uk

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.

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 governing board

The governing board is responsible for:

1. Setting high expectations of all school leaders, staff, pupils and parents
2. Making sure school leaders fulfil expectations and statutory duties, including:
 - a. Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - b. Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
3. Recognising and promoting the importance of school attendance across the school's policies and ethos
4. 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
5. Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
6. Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
7. Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
8. 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
9. Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
10. Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - a. The importance of good attendance
 - b. That absence is almost always a symptom of wider issues
 - c. The school's legal requirements for keeping registers
 - d. 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
 - e. Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
 - f. Holding the headteacher to account for the implementation of this policy

3.2 The Head of School

The Head of School is responsible for:

1. The implementation of this policy at the school
2. Monitoring school-level absence data and reporting it to governors
3. Supporting staff with monitoring the attendance of individual pupils

4. Monitoring the impact of any implemented attendance strategies
5. Issuing fixed-penalty notices, where necessary, and/or authorising other staff to be able to do so
6. 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
7. 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
8. 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 is responsible for:

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

3.4 The attendance Advisor

The school attendance Advisor is responsible for:

1. Monitoring and analysing attendance data (see section 7)
2. Benchmarking attendance data to identify areas of focus for improvement
3. Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
4. Working with education welfare officers to tackle persistent absence
5. Advising staff (authorised by the headteacher) when to issue fixed-penalty notices
6. The **Attendance Advisor** is
 - a. **Mrs Clare Thomson** can be contacted via
Telephone: 020 72264906
Email: admin@stjhv.islington.sch.uk

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 using the school's Management Information System (MIS):

3.6 School office staff

School office staff will:

1. Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
2. Transfer calls from parents/carers to the senior staff 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:

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

Parents are expected to:

1. Make sure their child attends every day on time
2. Inform 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
3. Provide the school with more than 1 emergency contact number for their child
4. Ensure that, where possible, appointments for their child are made outside of the school day

3.8 Pupils

Pupils are expected to attend school every day, on time

4. Recording attendance

4.1 Attendance register

1. We will keep an electronic attendance register, and place all pupils onto this register.
2. 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:
 - a. Present
 - b. Attending an approved off-site educational activity
 - c. Absent

- d. Unable to attend due to exceptional circumstances
- 3. Any amendment to the attendance register will include:
 - a. The original entry
 - b. The amended entry
 - c. The reason for the amendment
 - d. The date on which the amendment was made
 - e. The name and position of the person who made the amendment
 - f. See Appendix 1 for the DfE attendance codes.
- 4. We will also record:
 - a. For pupils of compulsory school age, whether the absence is authorised or not
 - b. The nature of the activity, where a pupil is attending an approved educational activity
 - c. The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances
 - d. We will keep every entry on the attendance register for 6 years after the date on which the entry was made
- e. The school day starts at 8.55 and ends at 3.30**
- f. Pupils must arrive in school by 8.50 on each school day.**
 - i. The register for the first session will be taken at 9:00 and will be kept open until 9.05.
 - ii. The register for the second session will be taken at 1:00 EYFS and KS1 and 1.30 KS2 and will be kept open until 1.05 for KS 1 and 1.35 for KS2.

4.2 Unplanned absence

- 1. The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9 am, or as soon as practically possible, by calling the school office staff, who can be contacted via telephone on 02072264906 or by email on admin@stjhv.islington.sch.uk
- 2. 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.
- 3. Where an absence lasts more than five days, or if there are concerns about the authenticity of the illness, the school may request medical evidence. This could include a doctor's note, prescription, appointment card, or another appropriate form of evidence. The school will not request 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

- 1. 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. Complete absence form and submit to the office. 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.

We will work with parents/carers to understand the reasons for persistent lateness and offer appropriate support. If lateness continues despite support, we may refer the family to Early Help services. In cases where support is declined or fails to result in improved punctuality, and where there are concerns about neglect or the child's wellbeing, we may make a safeguarding referral to Children's Social Care.

4.5 Following up unexplained absence

1. Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:
 - a. 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 contact police and Social Services.
 - b. Identify whether the absence is approved or not
 - c. 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
 - d. 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
 - e. Where relevant, report the unexplained absence to the pupil's youth offending team officer
 - f. Where appropriate, offer support to the pupil and/or their parents to improve attendance
 - g. Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
 - h. Where support is not appropriate, not successful, or not engaged with: Issue a notice to improve, penalty notice or other legal intervention.

4.6 Reporting to parents

1. The school will regularly inform parents and carers about their child's attendance and absence levels.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

1. The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings
2. 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.
3. These circumstances are:
 - a. Taking part in a regulated performance or sporting activity
 - b. Attending an interview
 - c. Study leave
 - d. A temporary, time-limited part-time timetable
 - e. Exceptional circumstances
4. A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.
5. We define 'exceptional circumstances' as rare, significant, and unavoidable events that are beyond the control of the family, and where the event could not reasonably be scheduled outside of school time (e.g. a close family funeral, a parent's deployment in the armed forces, or a once-in-a-lifetime family occasion). Leave of absence will not be granted for a pupil to take part in protest activity during school hours.
6. 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.
7. The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.
8. 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 in the school office.
9. The Head of School may require evidence to support any request for leave of absence.
10. Other valid reasons for **authorised absence** include (but are not limited to):
 - a. **Illness** (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
 - b. **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
 - c. 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

- d. If the pupil is currently suspended or excluded from school (and no alternative provision has been made)
- e. 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):
 - i. Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
 - ii. Attending another school at which the pupil is also registered (dual registration)
 - iii. Attending provision arranged by the local authority
 - iv. Attending work experience
 - v. 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

1. 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.
2. **Penalty notices**
 - a. 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.
 - b. 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.
 - c. Before issuing a penalty notice, the school will consider the individual case, including:
 - i. 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)
 - ii. Whether a penalty notice is the best available tool to improve attendance for that pupil
 - iii. Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
 - iv. Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate
 - d. 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.
 - e. 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.
 - f. If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.
 - g. 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.
 - h. 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.

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

3. Notices to improve

- a. 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.
- b. 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.
- c. They will include:
 - i. Details of the pupil's attendance record and of the offences
 - ii. The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
 - iii. Details of the support provided so far
 - iv. Opportunities for further support, or to access previously provided support that was not engaged with
 - v. 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
 - vi. A clear timeframe of between 3 and 6 weeks for the improvement period
 - vii. The grounds on which a penalty notice may be issued before the end of the improvement period

6. Strategies for promoting attendance

We believe that promoting good attendance is a shared responsibility between the school, pupils, parents/carers, and external partners. We use a range of strategies to reward, incentivise, and improve attendance:

Celebrating Good Attendance:

Weekly celebrations in assemblies to recognise individual, class, and whole-school attendance achievements.

Certificates and small rewards (extra playtime) for class with high or improved attendance.

Improving Attendance:

Early identification of attendance concerns through regular monitoring.

Letters, text messages phone calls home to alert parents when attendance falls below expected levels.

Meetings with parents to discuss concerns and agree on supportive strategies.

Use of attendance data to identify patterns or barriers, with tailored support for individual pupils.

7. Supporting pupils who are absent or returning to school

7.1 Pupils Absent Due to Complex Barriers to Attendance

We recognise that some pupils may face **complex and persistent barriers** to attending school regularly. These barriers may include, but are not limited to:

- Long-term physical or mental health conditions
- Special educational needs and/or disabilities (SEND)
- Difficulties within the family environment (e.g. domestic abuse, substance misuse, housing instability)
- School-based anxiety or emotionally based school avoidance
- Challenges with transitions or changes in routine

Our approach is supportive and tailored, not punitive. Where these issues are identified, we will work collaboratively with the pupil, their family, and relevant professionals to remove or reduce the barriers.

This may include:

- Regular meetings to review attendance and progress
- Reasonable adjustments to the curriculum or school day
- Support from the Inclusion lead
- Involvement of external agencies, including Early Help, CAMHS, or social care
- Use of an **Individual Support Plan** or **Attendance Action Plan**, co-produced with the family

- Reintegration plans for pupils returning after a period of extended absence
- Consideration of alternative provision, part-time timetables, or other flexible arrangements (where appropriate and short-term)

We follow guidance from the Department for Education (*Working together to improve school attendance*) and ensure that all interventions are recorded, reviewed regularly, and focused on securing long-term attendance improvements.

We are committed to fulfilling our duties under the **Equality Act 2010**, ensuring that pupils with SEND or other vulnerabilities are not unfairly penalised for attendance issues related to their condition or circumstances.

All strategies will be documented, regularly reviewed, and aimed at enabling the pupil to access education in a way that is safe, appropriate, and sustainable.

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

7.2 Pupils Absent Due to Mental or Physical Ill Health or SEND

We recognise that some pupils may have ongoing or intermittent absences due to **physical health conditions, mental health needs, or special educational needs and/or disabilities (SEND)**. These absences may be authorised when supported by appropriate medical or professional evidence and are considered within the wider context of the pupil's overall needs and access to education.

Our approach includes:

- **Maintaining regular contact** with the pupil and their family during periods of absence to offer support and ensure the school remains connected.
- **Requesting appropriate medical evidence** where necessary, such as a GP note, CAMHS letter, or consultant report — but not placing an unnecessary burden on families.
- Working closely with the **Inclusion lead** and relevant staff to ensure reasonable adjustments are made to support attendance and engagement (e.g. flexible timetables, modified curriculum, safe spaces).
- Developing **individualised support plans** or **pastoral support plans** that respond to the pupil's needs and include small, achievable steps towards reintegration or improved attendance.

- Engaging with external professionals as needed, including **CAMHS, school nursing, educational psychology, Early Help, and social care.**
- For pupils with an **EHCP**, reviewing provision and outcomes through the **annual review process** or arranging an interim review if attendance concerns indicate that provision is not fully meeting the pupil's needs.
- Considering referral to the **local authority's medical needs education team** where a pupil is unable to attend school for 15 or more school days (consecutively or cumulatively), as per statutory guidance.
- Ensuring that absence due to ill health or SEND is not treated as truancy and is managed with care, compassion, and a focus on inclusion.

We are committed to ensuring that all pupils, regardless of their health or learning needs, have **equitable access to education**, in line with our duties under the **Children and Families Act 2014, Equality Act 2010, and SEND Code of Practice.**

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

When a pupil returns to school following a lengthy or unavoidable period of absence—such as due to medical treatment, recovery from illness, mental health needs, family trauma, or other exceptional circumstances—we are committed to ensuring a **positive, well-planned reintegration** that prioritises the pupil's wellbeing, learning and sense of belonging.

Our approach includes:

- **Meeting with parents/carers and the pupil** (where appropriate) before the return to discuss the absence, current needs, and any ongoing support required.
- Developing a **Reintegration Plan** that may include:
 - A phased return or temporary adjustments to the timetable
 - Use of a key adult or mentor to support transitions
 - Pastoral or SEND support (e.g. access to a calm space or trusted adult)
 - Flexibility with expectations (e.g. around homework, uniform, or classroom transitions) during the initial reintegration period
- Close involvement of the **Inclusion lead, pastoral team, or Designated Safeguarding Lead** where relevant.

- Monitoring the pupil's emotional wellbeing and attendance during the reintegration period and reviewing the plan as needed.
- Ensuring that any gaps in learning are identified and addressed sensitively, through **targeted academic support** and differentiated classroom teaching.
- Promoting positive peer relationships and a welcoming school environment.

We recognise that every child's experience is different and will **adapt our support** accordingly, always aiming to restore routine, stability, and confidence. Our focus is on **removing barriers** and enabling pupils to feel safe, supported and successful in their return to education.

8. Attendance monitoring

Monitoring and Analysis of Attendance, Absence, and Punctuality Data

We monitor attendance, absence, and punctuality data **systematically and regularly** to ensure early identification of issues and targeted support for pupils and families.

Daily Monitoring:

- Attendance registers are taken twice daily (at the start of the morning and afternoon sessions).
- The admin team checks for unexplained absences and follows up with parents/carers on the **first day of absence** via phone call, text message, or email.
- Late arrivals are recorded daily and monitored to identify patterns of **persistent lateness**.

Weekly and Fortnightly Monitoring:

- The designated attendance lead reviews attendance and punctuality data weekly to:
 - Identify pupils whose attendance has fallen below key thresholds (95%, 90%)
 - Monitor trends in persistent absence (PA) and lateness
 - Flag concerns for follow-up and intervention
- Pupils at risk of persistent absence are discussed in weekly inclusion meetings.

Half-Termly and Termly Analysis:

- Attendance data is analysed at group level (by year group, SEND, pupil premium, ethnicity, EAL, looked-after status) to identify **disproportionality** and inform strategic planning.
- The Senior Leadership Team reviews trends and reports findings to governors.
- Action plans are updated to reflect key findings and priorities.

Use of Systems:

- We use SIMS to record and analyse attendance data, generate reports, and track interventions over time.
- The system supports analysis of individual and group attendance patterns and enables targeted communication with families.

Sharing and Accountability:

- Termly attendance reports are shared with governors.
- Attendance is a regular item on SLT and safeguarding agendas.
- Families are kept informed through letters, meetings, and termly summaries of their child's attendance.

This robust approach enables us to respond **proactively** and **effectively** to emerging attendance concerns and ensures we meet our statutory duties while supporting all pupils to access education consistently.

8.1 Monitoring attendance

1. 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.
2. Specific pupil information will be shared with the DfE on request.
3. 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.
4. 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.

8.2 Analysing attendance

The school will:

1. Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
2. Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
3. Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
4. 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:

1. Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
2. 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 severe absence, and their families (see section 8.4 below)
3. 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-ordinators, designated safeguarding leads and pupil premium leads)
4. Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
5. 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

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

The school will:

1. Use attendance data to find patterns and trends of persistent and severe absence
2. Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
3. 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:
 - a. Discuss attendance and engagement at school
 - b. Listen, and understand barriers to attendance

- c. Explain the help that is available
- d. Explain the potential consequences of, and sanctions for, persistent and severe absence
- e. Review any existing actions or interventions
- f. Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- g. 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
- h. 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 and relevant staff. At each review, the policy will be approved by the full governing board.

10. 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
I	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		

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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

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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
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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