

Jennett's Park CE Primary

Attendance Policy



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1 Overview

Our aims here at Jennett’s Park are to ensure we live out our vision: Empowering our children to flourish and achieve under God’s love. This comes from the passage in the bible where Jesus says: I have come to let you live life in all its fullness (John 10:10).

Our Rainbow Promise underpins everything we do at school. Just as the Rainbow was a sign of God’s promise to Noah, that from that moment God would enable Noah and the people of the earth to flourish and experience life in all its fullness, we promise to do our best to enable all the pupils and adults of our school to flourish academically and professionally so that they might reach their potential.

The Rainbow is also a symbol of the diversity of our school community, as a church school, we recognise that we are all created and valued by God, and so, as a school community, we commit to care for and value each other.

The dove symbolises our need to persevere in some aspects of life as it is not always the first time we find success. It was not the first time that Noah had tried to find dry land and so we seek strength within ourselves and from God to achieve.

All children and young people have a right to a primary education, which should be free. Our aim is that learning at Jennett’s Park CE Primary School should empower children. It should celebrate success and progress for all. It is a key part of our role as the heart of our local community.

These are our Promises to keep to our children. They enable us to be able to serve the common good with our work as part of the Church of England. By following our Promises, we know our curriculum suits our local needs

At Jennett's Park we are:	Our Promises:
Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity to empower themselves and their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds.
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals, who are loved by God, who feel valued and involved, where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much they are loved and valued so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

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 (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

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 (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:

Education Act 1996

Education Act 2002

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

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
- 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

Holding the headteacher to account for the implementation of this policy

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary.
- 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
- Setting a clear vision for improving and maintaining good attendance
- 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

3.3 The attendance lead

The school attendance lead 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 when to issue fixed-penalty notices
- 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 attendance lead is Shelley Thorpe and can be contacted via phone 01344 301269 or by email to secretary@jennetts.bonitas.org.uk

3.4 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

3.5 School office staff

School office staff will:

- Take calls and monitor emails from parents/carers about absence on a day-to-day basis and record it on the school system
- Make calls to parents of absent children where the parent has not provided a reason for absence
- Ensure the correct coding is used in registers

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 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. Where a child has a planned period of absence (e.g. an extended hospital stay) it will not be necessary to call each day provided the dates the child will be absent have been provided to school.
- 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 Shelley Thorpe (Family Support Worker), who can be contacted via 01344 301269 or by email to secretary@jennetts.bonitas.org.uk

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 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
 - 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.

We operate a soft start.

The school gate opens at 8:40

We encourage every child to be in class to start their day at 8:45am and the day ends at 3.15pm.

Pupils should aim to arrive in school by 8.45am on each school day.

The gates close at 8:55am This allows for walking to locations. Any child arriving after at this point must head to the office.

The register for the first session will be taken by the class teacher at 9am and will be kept open until 9.05am.

The office will mark any child arriving after 9:05 as late.

The register for the second session will be taken at the following times:

12:30pm (Reception)

12:45pm (KS1)

1:00pm (Lower KS2)

1:15pm (Upper KS2)

and will be kept open until the following times:

12:45 pm (Reception)

1pm (KS1)

1:15pm (Lower KS2)

1:30pm (Upper KS2)

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 9.00am or as soon as practically possible, by calling the school office staff, who can be contacted via 01344 301269 or by email at secretary@jennetts.bonitas.org.uk. Parents may also advise school of a pupil's absence via Reach More Parents or Studybugs, details of how to register for these are available from the school office.

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 may 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.

The school office should be notified either by phone, email, Studybugs or Reach More Parents

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

If a pupil is persistently late, this will be raised to the parents via a letter in the first instance. If there is no improvement a meeting will be held in school to explore the reasons for lateness and any support that can be given. If lateness continues to be an issue a referral may be made to the Education Welfare Service.

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 send a staff member to the pupil's home address.
- 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: issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate

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

- Summary reports issued in October and February
- Full end-of-year report issued in July

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.

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

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

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

We define 'exceptional circumstances' as unexpected, unavoidable, and outside of your control, such as hospitalisation, a serious illness or a bereavement of a close relative.

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

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 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school website or 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.

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.

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. Strategies for promoting attendance

The foundation for good attendance is a strong partnership between the school, parents and the child. To help us all to focus on this we will:

- Provide information on all matters related to attendance in our regular newsletter and on our website;
- Report to you how your child is performing in school, what their attendance and punctuality rate is and how this relates to their attainment;
- Set targets for the school and display these in the newsletter;
- Deliver a stimulating and engaging curriculum that encourages children's enjoyment of school;

7. Supporting pupils who are absent or returning to school

We must notify and work with the LA on any reduced timetable for clarity of a fair offer of schooling.

It is important to highlight that there is no statutory basis upon which to establish a reduced timetable, however, in *exceptional circumstances*, schools may decide to implement one for a time-limited period to meet a pupil's individual needs. A reduced timetable must not be treated as a long-term solution and must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.

In accordance with the Equalities Act 2010, it is illegal for schools to discriminate against pupils on the basis of their special educational need and/or disability, including those with social emotional and mental health difficulties.

Jennett's Park CE Primary is committed to every child's right to a suitable, full-time education offer and makes clear the requirement that a reduced timetable cannot be implemented without written agreement from parent/carer (or the Virtual School for Looked After and Previously Looked After Children and/or the EHCP Co-ordinator at the Local Authority where appropriate).

7.1 When might a reduced timetable be appropriate?

In general, schools should not place pupils on a reduced timetable; however, in exceptional circumstances, there may be situations when this may be appropriate and in the best interests of the pupil. In any circumstances, this intervention should only be used as part of a comprehensive package of support for the pupil.

This is not an exhaustive list, but it is likely that a pupil being considered for a reduced timetable would fall within one of these categories:

a) Part of an in-school support package

School, parent/carer and other professionals agree that a short-term (no longer than 6 weeks) reduced timetable would support a student who has become disaffected, to regain success. This would be a closely

monitored intervention to address and manage the impact of significantly challenging behavioural, emotional or social needs.

b) Medical reasons

A student has a serious medical condition where recovery is the priority outcome. These arrangements would be part of a “medical plan” agreed between the school and health professionals. Statutory guidance *‘Ensuring a good education for children who cannot attend school because of health needs’* states councils should provide suitable full-time education (or as much education as the child’s health condition allows) as soon as it is clear the child will be away from school for 15 days or more.

c) Reintegration or Transition

As part of a planned transition or reintegration into school (no longer than 6 weeks) following an extended period out of school e.g. following an exclusion, non-attendance, school refusal.

7.2 Safeguarding considerations

Section 157 and 175 of the Education Act 2007 places a duty on Local Authorities and schools to exercise their functions with a view to safeguarding and promoting the welfare of children. Schools must consider safeguarding issues and the impact this might have on a child when considering a reduced timetable. Schools have safeguarding responsibility for *all* pupils on roll and therefore must be aware that even with parent/carer agreement to any reduced timetable arrangement they make, they are responsible for the safeguarding and welfare of all pupils on roll who are off-site during school hours.

It is clear that where a child is not in school, their vulnerability is likely to be increased. When deciding whether a reduced educational provision is appropriate, consideration must always be given to the welfare and safety of the child/young person. This must be part of the risk assessment process. If evidence suggests that the child will be exposed to significant risk if not in school, then a reduced timetable should not be a considered option.

As this type of intervention is likely to have a significant impact on the family, it should only be chosen, if at all, after all other strategies have been implemented, reviewed and exhausted and the guidance provided in this document is adhered to.

When a child is Looked After, receiving support from a social worker, family support practitioner, Early Help Assessment & Plan or involved with the Youth Offending Team, a reduced timetable should be agreed with the parent and the other professional(s) working with the child.

7.3 Best Practice Guidance for reduced timetables

When considering placing a pupil on a reduced timetable, the school should:

7.3i Be satisfied that a reduced timetable is an appropriate intervention given the needs of the pupil. There must be clearly evidenced and written rationale for considering a reduced timetable as a suitable intervention to supporting the needs of the pupil and the maintenance of the education placement. It is recommended that a detailed assessment through an Early Help Assessment & Plan should be in place to establish if there are wider needs and identify what support is required from external agencies.

7.3ii Not pursue a reduced timetable without parental permission. This can be construed as an unofficial exclusion, which is unlawful, as the parent has not requested leave for their child and/or the school could be regarded as preventing the pupil from accessing the curriculum.

7.3iii Have signed parental permission, evidenced on the pupil file prior to the commencement of a time-limited reduced timetable. If the parent does not agree, the reduced timetable arrangements cannot be implemented. In these circumstances the school will have to consider alternative interventions.

7.3iv Ensure that multi-agency review meetings are held before reduced timetables are implemented for Children Looked After, children subject to an Early Help Assessment & Plan or open to social care. If the child is on a Child Protection Plan, the child’s social worker must have given written agreement.

7.3v Ensure that where pupils have an Education, Health and Care Plan, the EHCP Co-ordinator is informed to ensure the EHCP is reviewed and amended where appropriate. An early review should be convened to make the proposal known. The Local Authority must agree to the reduced timetable intervention and a reduced timetable must not interfere with additional support given to a pupil due to his/her educational needs.

7.3vi Undertake a risk assessment of the pupil's needs to assess the impact that a reduced timetable would have on the pupil. It is essential that the pupil's welfare during any absence from school is considered. Risk assessments should follow the five steps identified by the Health and Safety Executive:

- a. Step 1: Identify possible hazards
- b. Step 2: Decide who may be harmed and how
- c. Step 3: Evaluate the risks and decide on precaution
- d. Step 4: Record your findings and implement them
- e. Step 5: Regularly review your assessment and update if necessary

The risk assessment should include the safety and wellbeing of the pupil as well as the risk of the pupil engaging in criminal activity, substance misuse or being at risk of exploitation or radicalisation whilst not in receipt of education during the school day.

7.3vii Complete a detailed action plan, agreed with the parents and the pupil. Please see Appendix 1 for a template plan. The plan should demonstrate a clear path of planned reintegration from part-time to full-time provision over a maximum of a six-week period. The school must ensure the pupil and their parent/carers are actively involved in the process of planning, reviewing and evaluating the planned intervention. The plan for the reduced timetable should detail:

- The proposed timetable to get back to full-time (within 6 weeks).
- How the assessed risk and safeguarding measures will be managed.
- Details of the review schedule.
- The supportive interventions that will accompany this reduction in time at school.
- How the pupil will be able to participate in the universal offer during the re-integration.
- Outcome and exit strategies. How will all parties know that it is successful?
- The named person responsible for the plan within the school.
- Consideration should be given to whether alternative provision should be considered to meet need.
- How parents/carers will be supported during the time when their child is not in school considering the pressures this may place on home life.

7.3viii Provide sufficient and appropriately differentiated work for any time the pupil is not attending school. Provided the pupil is medically fit, the combination of work completed at home and in school must constitute full time education. The school should consider how work for when the pupil is not in school will be provided, sent home and marked and how constructive feedback will be given. Also consider how the pupil will be included in school life, e.g. how they will continue to have contact with the rest of their class and key staff.

7.3ix Ensure that the impact of a reduced timetable on travelling and transport arrangements or the pupil's access to Free School Meals does not discriminate against the student or impede their access to education.

7.3x Not put in place a reduced timetable that exceeds a six-week period. If the pupil is still on a reduced timetable as the time limit approaches, a multi-agency review should be held to organise full-time education. Any extension to the reduced timetable should only be agreed in exceptional circumstances, with parental agreement, and the plan revised to reflect why an extension was appropriate. When the reduced timetable is introduced because of behavioural difficulty, it will only rarely be appropriate to repeat the intervention. Different interventions need to be utilised if the reduced timetable was unsuccessful the first time.

7.3xi Ensure that the Attendance Lead keeps a central record of all pupils on a reduced timetable and has robust mechanisms in place for ensuring the regular review of these arrangements. The Governing Board or Trust should be informed of any reduced timetables and make arrangements for monitoring the use of these.

7.3xii Notify the Attendance Team of the reduced timetable by submitting a copy of the plan as described in Part 7 below.

7.4. Recording of part-time timetables

DfE guidance states: *In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence.*¹

In line with this guidance, schools must take the attendance register at the start of the first session of each school day and once during the second session. On each occasion they must record whether every pupil is:

- Present;
- Attending an approved educational activity;
- Absent; or,
- Unable to attend due to exceptional circumstances.

7.5 Pupils absent due to complex barriers to attendance

- Headteacher, parents, class teacher and attendance lead will meet to identify the barriers to good school attendance. If appropriate, the child's views will also be gathered.
- An attendance contract may be put in place to support progress towards improved attendance.
- School-based interventions may be offered: ELSA, Educational Psychologist, soft starts, protected play, a time-limited part-time timetable so the child can build success, Emotionally-based School Avoidance resources, animal-assisted education sessions
- External Interventions may be offered: referrals to Primary Behaviour Support, Educational Psychologist, CAMHS, Early Help/Family Support Services
- A home-school book will be established to maintain clear communication between the parents and the class staff
- Buddy System: a child will be appointed as their buddy. The buddy will support the child through the day with academic and social interactions.

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

- Headteacher, parents, class teacher and attendance lead will meet to identify the barriers to good school attendance. If appropriate, the child's views will also be gathered.
- If appropriate, the attendance policy will be implemented alongside the Children with Health Needs who cannot attend School and Children with Medical Conditions policies.
- Identify a key adult to work with the child and the family using Emotionally Based School Avoidance resources to explore the positive and negative influences on absenteeism and build resilience. School-based interventions may be offered: ELSA, Educational Psychologist, soft starts, protected play, animal-assisted education sessions, a time limited part-time timetable so the child can build success
- External Interventions may be offered: referrals to Primary Behaviour Support, Educational Psychologist, CAMHS, Early Help/Family Support Services
- A home-school book will be established to maintain clear communication between the parents and the class staff Parents will be signposted to the parent support circle
- Buddy System: a child will be appointed as their buddy. The buddy will support the child through the day with academic and social interactions.

¹ ['School Attendance: Guidance for maintained schools, academies, independent schools and local authorities'](#), DfE

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.

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

As soon as parents have informed the school of the expected date of return:

- Class teacher will organise a welcome pack back for the child to receive before they return. It may include: messages from the class, timetable for their first day back, a reading book
- Headteacher will meet with the parents (and child if appropriate) in advance of the first day to discuss expectations, reasonable adjustments and individual health care/My Support Plans that may be in place
- Soft start: parents/child will be given the option to arrive through the school office, where the child will be welcomed by an adult known to them.
- Buddy System: a child will be appointed as their buddy. The buddy will support the child through the day with academic and social interactions.

8. Attendance monitoring

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.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

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

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

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 class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding leads and pupil premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

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)

8.5 Reporting to Local Authority

Schools are legally required to share the following information from their registers with the local authority:

- Details of all pupils of compulsory school age who fail to attend school regularly or have been absent for a continuous period of ten school days where their absence has been recorded with one or more of the codes statistically classified as unauthorised (G, N, O, and/or U)

- Details of all pupils of compulsory school age who have been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness.

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: <ul style="list-style-type: none"> • 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