



Attendance and Punctuality Policy

May 2026

Review by May 2027

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Statement of Intent

The aim of Abbots Farm Infant School's Attendance and Punctuality Policy is to enable the school to provide a consistent practice that encourages and facilitates the regular attendance of all pupils.

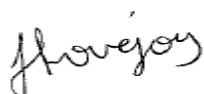
Abbots Farm Infant School is committed to providing a full and efficient educational experience for all pupils. We believe that if pupils are to benefit from education, good attendance is crucial. As a school we do all that we can to ensure maximum attendance for all pupils. Any problems that prevent full attendance will be identified and addressed as speedily as possible.

It is the policy of our school to celebrate pupils efforts and achievements. Attendance is a critical factor to a productive and successful school career. Our school actively promotes and encourages regular attendance for all our pupils.

Our school takes a whole-school approach to maintaining excellent attendance and punctuality and it is the joint responsibility of parents/carers, pupils, and all staff members to ensure that children are attending school as they should be. We understand that barriers to attendance are complex, and that some pupils find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents/carers. We endeavour to work with families to make sure that any problems or circumstances which may lead or be leading to poor attendance are given the right attention and appropriate support.

Attendance is a key feature of the school's ethos and underpins our leadership and safeguarding responsibilities. Senior leaders and governors monitor attendance strategically to ensure all pupils are supported. Where attendance concerns arise, we will promptly explore the underlying factors and work in partnership with pupils and parents/carers to address them. Our approach is clear, consistent and focused on supporting pupils to improve attendance as quickly and effectively as possible.

Signed by:



Headteacher

Date: 28/4/26



Chair of
Governors

Date: 28/4/26

1. The School Day

Doors open and the school day starts	8.45a.m.
Gates close and morning register opens	8.50a.m.
Morning register closes in the classroom (L Code)	8:55a.m.
Morning register closes at the office (U Code)	9:15a.m.
Lunchtime	12p.m – 1p.m.
Afternoon register opens	1.00p.m.
Afternoon register closes	1.05p.m.
Close of the day	3.15p.m.

2. Objectives

At our school we endeavour to:

- maintain a high quality of teaching and learning throughout the school.
- improve the overall percentage attendance of pupils in the school.
- reduce persistent absence in order that all pupils are assisted in reaching their potential.
- maintain and promote a positive and safe learning environment for staff and pupils ensuring all staff access annual safeguarding training.
- implement and maintain a clear system of rewards for attendance and therefore encourage pupils to attend regularly and punctually.
- make attendance and punctuality a priority for all those associated with the school including pupils, parents/carers, staff, and Governors.
- provide positive and consistent communication between home and school.
- establish and maintain clear systems for regularly monitoring and reporting attendance and punctuality issues to parents/carers, staff, and Governors.
- provide support, advice and guidance to parents/carers and pupils.
- work closely with parents/carers, Governors, and the local community to promote positive relationships and working partnerships.
- promote effective partnerships with Warwickshire Attendance Service (WAS) and other services and supporting agencies.
- develop a systematic approach to gathering and analysing attendance-related data and use the data to support developing good practice within all attendance-monitoring procedures.
- record and monitor poor attendance and absenteeism and apply appropriate strategies to minimise occurrence.
- encourage full attendance and punctuality across the school community and ensure a consistent approach throughout the school.

3. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- School Attendance (Pupil Registration) (England) Regulations 2024
- The Children (Performances and Activities) (England) Regulations 2014
- Children and Young Persons Act 1963
- DfE (2023) Mental health issues affecting a pupil's attendance: guidance for schools.
- DfE (2023) Promoting children and young people's mental health and wellbeing.
- DfE (2024) 'Working together to improve school attendance'
- DfE (2025) 'Keeping children safe in education (KCSIE) 2025'
- DfE (2024) 'Children missing education'
- DfE (2024) 'Providing remote education'
- DfE (2024) 'Summary table of responsibilities for school attendance'

This policy operates in conjunction with the following school policies and procedures:

- Behaviour and Relationships Policy
- Children with Additional Health Needs Attendance Policy
- Complaints Policy and Procedures
- Safeguarding and Child Protection Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

Data protection and information sharing

Attendance information is processed in line with UK GDPR and the Data Protection Act 2018. Attendance data is shared with the local authority, DfE and safeguarding partners where required by law to safeguard pupils and promote regular school attendance. Further information is available in the school's Privacy Notice.

4. Principles

As a school we will:

Expect

Aspire to high standards of attendance from all pupils and parents/ carers and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

Monitor

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

Listen and understand

When a pattern is spotted, discuss with pupils and parents/ carers to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

Facilitate support

Remove barriers in school and help pupils and parents/ carers to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

Formalise support

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.

Enforce

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

5. Roles and Responsibilities

Promoting attendance is the responsibility of the whole school.

Our policy and procedures are published on the school's website.

Parents/ Carers are sent these with any initial information when pupils join the school and reminded of it at the beginning of each school year and when it is updated.

It is essential that everyone involved in promoting attendance is clear about their role.

Governing Body

- Recognise the importance of good school attendance and promote it consistently through the school's ethos, policies, and strategic priorities.
- Ensure that school leaders meet their statutory duties and expectations in relation to attendance.
- Set and uphold high expectations for attendance for all leaders, staff, pupils, and parents/carers.
- Review attendance data at least termly, scrutinising trends and patterns, and challenge school leaders to ensure timely and effective action is taken.
- Support school leaders to prioritise improvement efforts for pupils and cohorts who need them most.
- Ensure that all staff receive appropriate training to fulfil their attendance-related responsibilities.
- Recognise that absence is often a symptom of wider issues and that improving attendance is central to improving pupils' welfare. Attendance will therefore be embedded within wider strategies for raising attainment, behaviour, inclusion, SEND, wellbeing, safeguarding, and the prevention of bullying.

- Ensure attendance management processes are implemented effectively and consistently, and that appropriate staffing and resources are in place to provide targeted support for pupils with the greatest need.
- Ensure the school works effectively with the local authority School Attendance Support Team and other relevant external partners and services.
- Maintain high aspirations for all pupils, while ensuring that policies, processes, and support are adapted to meet individual needs, including pupils with long-term health conditions, SEND, pupils with a social worker, and pupils from cohorts with historically lower attendance, such as those eligible for free school meals.
- Regularly evaluate the effectiveness of attendance processes and improvement strategies, adapting approaches as barriers to attendance change or emerge.
- Appoint a named **link governor for attendance** to provide focused oversight and support.
- Receive and review attendance information at governing body meetings, including:
 - recent and historic attendance trends at school level
 - benchmarking against local authority, regional, and national comparators.
- Pay particular attention to the attendance of vulnerable and priority cohorts, including pupils who:
 - have historically poor attendance
 - face entrenched barriers to attendance
 - have a social worker
 - have a long-term medical condition
 - have special educational needs and/or disabilities
 - are eligible for free school meals
 - belong to groups whose attendance has historically been lower than their peers.
- Work with school leaders to agree clear attendance priorities and measurable improvement goals, providing both support and appropriate challenge in relation to progress.
- Ensure the school has a clear attendance policy which is published on the school website and regularly communicated so that it is accessible to pupils, parents/carers, and staff.
- Ensure attendance is recorded accurately and that required information is shared appropriately with the Department for Education and the local authority.
- Support strong partnership working with local statutory services (including social care, health, and police) and the voluntary and community sector to address barriers to attendance beyond the school gate.
- Where attendance levels are a concern, work with school leaders to develop and monitor a robust and comprehensive attendance action plan.
- Ensure that this policy does not discriminate on any grounds, including ethnicity or national origin, culture, religion, sex, gender, disability, or sexual orientation.
- Ensure complaints relating to attendance are managed in accordance with the school's Complaints Policy and procedures.
- Have due regard to the most recent **Keeping Children Safe in Education** guidance when making arrangements to safeguard and promote the welfare of pupils.
- Ensure the school follows **Warwickshire County Council Children Missing Education (CME)** procedures where relevant.

Headteacher

- Provide overall leadership for the day-to-day implementation, monitoring, and management of this policy and all associated attendance procedures across the school.
- Actively promote the importance of good attendance with pupils and their parents/carers, building positive, trusting relationships that support regular attendance.
- Ensure that teaching and learning across the school encourages regular attendance and that pupils are taught to understand the link between high attendance, progress, and achievement.
- Ensure all staff are familiar with the school's attendance policy and relevant legislation, and that they receive appropriate training to identify, manage, and respond to attendance concerns effectively.
- Monitor individual pupil attendance where attendance falls to 90% or below, and review patterns of lateness and attendance on a fortnightly basis.
- Ensure parents/carers are kept well informed about attendance expectations and concerns through clear communication, including Class Dojo, newsletters, meetings, and letters where appropriate.
- Meet termly with the Warwickshire Attendance Officer to review attendance data, casework, and agreed support strategies.
- Report half-termly to the Governing Body and the Attendance Link Governor on attendance data, trends, and the impact of support and intervention plans.
- Ensure robust systems are in place for the accurate recording, monitoring, and reporting of attendance data and that these systems operate effectively.
- Contact parents/carers by letter or telephone where there are concerns about a pupil's attendance, and arrange meetings to agree targets and support strategies where attendance difficulties are identified.
- Develop and maintain strong multi-agency partnerships to support pupils and families experiencing barriers to regular attendance.
- Maintain accurate records of all attendance interventions and actions taken to support improvement, including documentation required for local authority involvement or potential legal proceedings.

Class Teachers

- Accurately record attendance in accordance with the school's procedures, ensuring registers are completed twice daily using Arbor.
- Ensure morning registers are completed by **8:55am** and afternoon registers by **1:05pm**.
- Take reasonable steps to establish the reason for a pupil's absence by communicating with parents/carers where required.
- Record reasons for absence promptly and accurately so that absences are correctly classified as authorised or unauthorised in line with statutory guidance.
- Take a proactive role in promoting good attendance and punctuality with pupils and their parents/carers, including building positive and supportive relationships with families.
- Ensure teaching and learning experiences promote regular attendance and that pupils understand the importance of good attendance for their personal progress, wellbeing, and achievement.
- Model positive attendance and punctuality through their own professional conduct.
- Ensure they are familiar with and adhere to the school's attendance policy and relevant legislation, seeking advice or support from senior staff where they are unsure how to respond to attendance concerns.

- Contribute appropriately to attendance strategy meetings, support plans, and intervention processes for pupils where attendance is a concern.
- Signpost appropriate online learning or learning resources for pupils who are expected to be absent for a notified period due to chronic or long-term illness, in line with school procedures.

Administration Staff

- Prepare, manage, and coordinate the accurate use of the Arbor Attendance Management System in line with statutory requirements and school procedures.
- Monitor and track attendance and punctuality patterns for all pupils and produce relevant attendance reports on a fortnightly basis to support school leaders.
- Carry out first-day absence contact by contacting parents/carers to establish the reason for a pupil's absence by **9:30am**.
- Ensure that a satisfactory reason has been established and recorded for every pupil absence by the end of each school week.
- Work in conjunction with the Headteacher to determine whether absences are authorised or unauthorised, applying statutory attendance codes accurately and consistently.
- Take a proactive and professional approach to promoting good attendance with pupils and their parents/carers, supporting positive and effective communication with families.
- Monitor individual pupil attendance where attendance falls to **90% or below**, as well as whole-school attendance and punctuality trends, on a fortnightly basis and share findings with senior leaders as required.

Warwickshire Attendance Service (WAS)

- Work in partnership with the school, pupils, and families to identify and understand the barriers affecting regular school attendance.
- Convene and lead meetings with families, alongside school staff, to agree actions and support plans where attendance is a concern.
- Provide advice to schools on appropriate in-school reasonable adjustments and strategies to support improved attendance.
- Support and guide the development of initial attendance action plans in line with local authority expectations.
- Advise on, and where appropriate complete, referrals to other agencies and services to address wider barriers to attendance.
- Provide training, guidance, and professional support to school staff on attendance legislation, procedures, and best practice.
- Where necessary and as a last resort, undertake statutory enforcement action in line with legislation to secure a child's right to education.

Parents/carers

Parents and carers are legally responsible for ensuring that their child of compulsory school age attends school regularly. Parents/carers are expected to:

- Engage fully with their child's education by supporting learning at home and taking an active interest in their child's school life.
- Inform the school of the reason for their child's absence on the **first day of absence by 8:50am**, using the Studybugs app, email, or telephone, and maintain regular

communication with school staff throughout the absence, including providing an expected return date.

- Take all reasonable steps to avoid unnecessary absence, including arranging medical or dental appointments outside of school hours wherever possible. Where this is unavoidable, pupils are expected to attend school either side of the appointment.
- Understand that absence related to a medical or dental appointment may be authorised if it is unavoidable and appropriately communicated with the school.
- Work in partnership with the school, using it as a source of support when they or their child are experiencing difficulties, and maintain positive, open communication to resolve concerns promptly.
- Keep the school informed of any circumstances which may affect their child's attendance or punctuality.
- Establish and maintain positive routines at home, including homework, bedtime, and morning routines, to support regular attendance and punctuality. It is essential that children receive consistent messages at home and at school about the importance of attendance.
- Refrain from taking their child out of school for holidays during term time, as such absences will not be authorised.

If you have issues regarding attendance please contact the following:

Attendance Champion	Jeanette Lovejoy head2410@welearn365.com
Who should families contact about attendance on a day-to-day basis?	Lydia Mortimer/ Shelley Poole/ Rebecca Hope admin2410@ welearn365.com 01788 543093
Contact details for more detailed support on attendance	Jeanette Lovejoy head2410@welearn365.com

6. Process for managing attendance

Promoting and incentivising good attendance

- Apply relational approaches to managing pupils
- We promote the value of good education and the importance of regular school attendance at home in our newsletters, on our website and on Class Dojo
- Each class that improves its attendance each week will be celebrated during the Celebration Assembly and on the Class Dojo.
- Pupils who achieve 96% attendance are entered into a prize draw at the end of each half term. Attendance rewards are applied carefully and inclusively, ensuring that pupils are not disadvantaged where attendance is affected by authorised absence related to health, disability or SEND.

- Regularly inform parents/carers about their child's attendance and absence levels.
- We will make this understandable for parents/ carers (e.g., the amount of time missed and the impact on the pupil's learning).

What to do if your child is absent

- When a child is to be absent from school without prior permission, parents/carers should inform the school by telephone on the first day of absence and let them know what date they expect the child to return.
- For a prolonged absence, this should be followed up with an email to the school office from the parent/carer of the child.
- Where reasonably possible we hold more than one emergency contact number for each pupil. This gives the school additional options to make contact with a responsible adult.
- A text message will be sent out to the parent of any pupil who has not reported their child's absence on the first day that they do not attend school.
- Before 9:30am a telephone call will be made to the parent of any pupil who has not reported their child's absence on the first day that they do not attend school.
- The school will always follow up any absences to:
 - Understand the reason for the absence.
 - Ensure the proper safeguarding action is being taken.
 - Identify whether the absence is authorised or not.
 - Identify the correct code to use to enter the data onto Arbor.
- Pupils arriving after the register has been closed at 8:55 a.m., and before 9.15a.m. are marked with an authorised late mark (L).
- Pupils arriving after 9:15 am will be recorded as an unauthorised absence (U) unless a satisfactory reason is given
- Staff will calculate the number of minutes late and enter Arbor.

Follow up procedures for unexplained absences

- Where a reason has not been provided and an absence continues without explanation, further contact will be made to ensure safeguarding.
- We will contact parents/ carers (and where appropriate foster carers and/or social workers) to understand why and when the pupil will return.
- Where absence is recorded as unexplained in the attendance register, the correct code will be inputted as soon as the reason is ascertained, but no later than 5 working days after the session.
- Absences will be treated as unauthorised unless a satisfactory explanation for the pupil's absence is given to the school.
- In the case of Persistent Absentees, arrangements will be made for parents/carers to speak to the Headteacher. The school will inform the LA of the details of pupils who fail to attend regularly, or who have missed 10 school days or more without authorisation.
- If a pupil's attendance drops below 90%, the Headteacher will be informed, and a formal meeting will be arranged with the pupil's parent(s).
- Where a pupil has not returned to school for 10 days after an authorised absence or is absent from school without authorisation for 20 consecutive school days, the school will remove the pupil from the admissions register if the school and the LA have failed to establish the whereabouts of the pupil after making reasonable enquiries.
- The school will inform the local authority without delay when there are concerns that a pupil may be missing education and no later than 5 working days where removal from roll is proposed.

Use of data to target attendance improvement efforts

- Monitor and analyse attendance patterns and trends including headline attendance percentages and individual pupils, cohorts, and year groups (including their punctuality) across the school.
- Provide regular attendance reports to class teachers to facilitate discussions with pupils and to leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads).
- Undertake frequent individual level analysis to identify the pupils who need support and focus staff efforts on developing targeted actions for
- Identify pupils who need support from wider partners and make the necessary referrals
- We conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends
- Benchmark our attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement.
- Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented. The findings will then be used to evaluate approaches or inform future strategies
- Provide termly data and reports to support the work of the governing body.

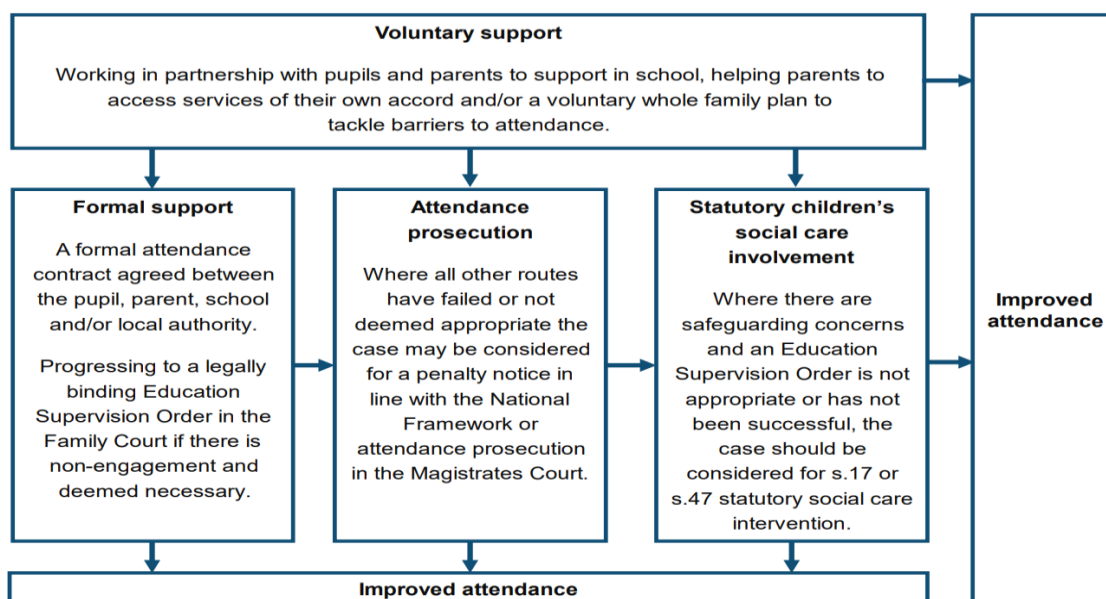
Strategy for reducing Persistent Absences & Severe Persistent Absences including access to wider support services and when support will be formalised in conjunction with LA

- An authorised absence is recorded when the school has been informed that a child is unwell or has agreed permission for the absence. Medical evidence will only be requested in cases of prolonged or repeated illness-related absence where this is necessary to help identify and arrange appropriate support. The school recognises that routine GP appointments or medical notes are not always appropriate or accessible for families.
- Unauthorised absence means no information has been received or permission has not been given, e.g., parents/carers have asked for a Leave of Absence, but this has not been permitted.
- Hold regular meetings with the parents/ carers of pupils who the school (and/or local authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps

Details of Penalty notices or other legal interventions will be sought

If a child of compulsory school age fails to attend regularly at a school at which they are registered, or at a place where alternative provision is provided for them, their parents/ carers may be guilty of an offence and can be prosecuted by the local authority as a last resort.

The decision to prosecute rests solely with the LA as an independent prosecuting authority.



Penalty Notices are issued by Warwickshire County Council in accordance with the National Framework for Penalty Notices for School Attendance (August 2024).

7. Leave of Absence

The law states a leave of absence may only be granted by a school if an application is made in advance and if it considers there are exceptional circumstances relating to the application. Leave of Absence forms can be downloaded from our school website or collected from the school office. Once completed these need to be returned to the school office.

Expectations

- A leave of absence is granted entirely at the school's discretion. Permission for a Leave of Absence from a school may only be given by a person who the school's proprietor has authorised to do so (an authorised person).
- Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.
- Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.
- Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school.
- When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Headteacher the opportunity to consider all the exceptional circumstances and to notify the parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.
- It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is their responsibility to ascertain if the leave is authorised prior to the start of the leave.
- The school can only consider applications for Leave of Absence which are made by the resident parent. i.e the parent with whom the child normally resides.
- Where applications for Leave of Absences are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an "unauthorised" absence. Where a leave of

absence is requested but additional days take either prior to or after the request, they may be considered as part of the leave of absence.

- Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as 'unauthorised'.
- All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service of Warwickshire County Council. Penalty notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.
- Where a Penalty Notice is not paid within the timeframe set out in that Notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

Leave of Absence taken in the academic from September 2024

The law relating to Penalty Notices changed with effect from 19 August 2024. Therefore, Penalty Notices issued for Leave of Absence taken from September 2024 will be issued in accordance with the updated legislation.

Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices – 4 in total).

- First Leave of Absence Offence: The amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.
- Second Leave of Absence Offence within a 3 year period (from the date of issue of the first penalty notice): The amount of £160 paid within 28 days. No reduced amount.
- Third Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice). A Penalty Notice will not be issued and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

A temporary, time-limited part-time timetable

Where the pupil is of compulsory school age, both the parent who the pupil normally lives with, and school agree the pupil should temporarily be educated on a part-time basis for exceptional reasons and have agreed the times and dates when the pupil will be expected to attend school as part of that timetable.

Part-time timetables are not used as a means of managing attendance. They are implemented only in exceptional circumstances, are time-limited, and are subject to regular review. Part-time timetables are used solely to support safeguarding or reintegration and are never used in response to poor attendance alone.

Any part-time timetable will:

- Have the agreement of both the school and the parent the pupil normally lives with.
- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- Have regular review dates which include the pupil and their parents/ carers to ensure it is only in place for the shortest time necessary.
- Have a proposed end date that considers the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a

pupil with a long-term health condition may require a part time timetable for a prolonged period.

Where the pupil has a social worker, the school will keep them informed and involved in the process.

If the pupil has an education health and care plan, the school will discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

Taking part in a regulated performance or employment abroad

In line with a licence issued by a local authority or Justice of the Peace or a body of persons approval (BOPA).

Religious observance

Parents/carers will be expected to request absence for religious observance at least **two weeks** in advance.

The school will only accept requests from parents/carers for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school will define this as a day where the pupil's parents/carers would be expected by an established religious body to stay away from their employment to mark the occasion.

The school may seek advice from the religious body in question where there is doubt over the request.

Gypsy, Roma, and Traveller absence

Where a pupil's parent/carer belongs to a Gypsy, Roma or Traveller community and is travelling for occupational purposes, the parent/carer will be expected to request a leave of absence for their child at least **two weeks** in advance. Absences will not be granted for pupils from these communities under this code for reasons other than travel for occupational purposes.

Process for granting Leave of Absence (LoA)

The headteacher will send you a letter after carefully considering a leave of absence request. Exceptional circumstances may include:

- Bereavement
- Family emergency

Education off site

As well as the above leaves of absence, all schools can also allow pupils to be absent from the school site for certain educational activities or to attend other schools or settings:

- To attend an offsite approved educational activity.
- To attend another school at which the pupil is registered (dual registration)
- To attend provision arranged by the local authority. e.g., alternative provision or as part of an education, health, and care plan.
- To participate in an approved sporting activity.
- To attend an educational visit or trip arranged by the school.

8. Procedures

Informing school of the reason for unexpected absences

- Parents/carers are required to contact the school office via telephone, email or using the Studybugs App before 8:50am on the first day of their child's absence.
- For a prolonged absence, this should be followed up with an email to the school office from the parent/carer of the child.

Process for lateness

- Pupils arriving after 8:50am must enter the school via the School Office
- Parents/carers are required to complete a late form giving a reason for lateness.
- Parents/carers are required to give a reason for being late and if this is deemed not to be acceptable this will be followed up by a phone call or meeting if this is persistent.
- Afternoon registration is immediately after lunch. Close of registration for the afternoon is 5 minutes after at 1:05pm.
- The School Office keeps a list of late pupils to use as a reference if needed during a fire drill.

9. Attendance register

The school uses Arbor to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Teachers will take the attendance register at the start of each school day and at the start of the afternoon session. This register will record whether pupils are:

- Present.
- Absent.
- Attending an approved educational visit.
- Unable to attend due to exceptional circumstances.

The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:

Table 1

CODE	MEANING	TYPE
/ \	Present at the school / morning \ afternoon	Present mark
B	Attending any other approved educational activity: - Alternative provision not arranged through the approved framework	Present mark
C	Authorised circumstance (see Table 2: The C code for breakdown).	Authorised Absence
D	Dual registered at another school.	Present mark
E	Suspended or permanently excluded and no alternative provision made.	Authorised Absence
G	Holiday not granted by the school or term-time leave not granted by the school.	Unauthorised Absence
I	Illness (not medical or dental appointment).	Authorised Absence
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution.	Authorised Absence
K	Attending education provision arranged by the local authority: - Home tutoring - Approved framework for alternative provision - Blended learning.	Present mark
L	Late arrival before the registers have closed.	Present mark
M	Attended a medical appointment.	Authorised Absence
N	Reason for absence not yet established.	Unauthorised Absence
O	Absent in other or unknown circumstances.	Unauthorised Absence
P	Participating in a sporting activity.	Present mark
Q	Unable to attend the school because of a lack of access arrangements.	Not expected to attend
R	Religious observance.	Authorised Absence
S	Leave of absence for the purpose of studying for a public examination. Must be used sparingly with revision opportunities in school.	Authorised Absence
T	Parent travelling for occupational purposes, and the pupil has attended for at least 200 sessions in preceding 12 months.	Authorised Absence
U	Arrived in school after registration closed.	Unauthorised Absence
V	Attending an educational trip or visit.	Present mark
W	Attending work experience.	Present mark
X	Non-compulsory school age pupil not required to attend school.	Not expected to attend
Y	Unable to attend school because of unavoidable cause (see Table 2: The Y code for breakdown).	Not expected to attend
Z	Prospective or previous pupil not on admission register.	Not expected to attend

Table 2

CODE	MEANING	TYPE
The Y code: Unable to attend school because of unavoidable cause, is broken down into the following subcodes to provide better differentiation of the reason:		
Y1	Unable to attend due to transport normally provided not being available.	Not expected to attend
Y2	Unable to attend due to widespread disruption to travel.	Not expected to attend
Y3	Unable to attend due to part of the school premises being closed. For example, this may be due to damage or teacher strikes.	Not expected to attend
Y4	Unable to attend due to the whole school site being unexpectedly closed. For example, extreme weather, damage, no hot water, or heating.	Not expected to attend
Y5	Unable to attend as pupil is in criminal justice detention. For example, in police detention, remanded to youth detention, awaiting trial or sentencing, or detained under a sentence of detention.	Not expected to attend
Y6	Unable to attend in accordance with public health guidance or law. contrary to or prohibited by any guidance relating to the incidence or transmission of infection or disease.	Not expected to attend
Y7	Unable to attend because of any other unavoidable cause. For example, an emergency has prevented the pupil from attending. The unavoidable cause must be something that affects the pupil, not just the parent.	Not expected to attend
The C code: Authorised Absence is broken down into the following subcodes to provide better differentiation of the reason:		
C	Leave of absence for exceptional circumstances. Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school. A leave of absence is granted entirely at the school's discretion.	Authorised Absence
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.	Authorised Absence
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable.	Authorised Absence

When the school has planned in advance to be fully or partially closed, the code ‘#’ will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.

Pupils who are absent from school but are receiving remote education for any reason will be marked as absent in the register.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment. Only the Headteacher or a designated senior leader may authorise amendments to the attendance register.

The school will inform the local authority without delay when there are concerns that a pupil may be missing education and no later than 5 working days where removal from roll is proposed.

Every entry received into the attendance register will be preserved for six years.

10. Absence

While national definitions of persistent and severe absence are used for monitoring, intervention will begin as soon as concerns are identified and will not wait for a pupil to reach a specific attendance threshold.

Persistent Absence

For pupils at risk of or are missing 10% or more of schooling across the academic year, school will ensure it provides support to pupils, in conjunction with all relevant external authorities, where necessary.

- Support pupils and parents/ carers by working together to address any in-school barriers to attendance
 - first day calling
 - home visits
 - calls or sending out letters from the school
 - parent drop ins
 - attendance sharing and advice at parents' evenings
 - assemblies
 - individual attendance plans in place
 - attendance targets built into Early Help, Child in Need or Child Protection plans where relevant
 - analysing schools' data.

- Where barriers are outside of the school's control, all partners should work together to support pupils and parents to access any support they may need voluntarily. This will include:
 - meeting with pupils and parents/ carers at risk of persistent or severe absence to understand barriers to being in school and agreeing actions or interventions to address them.
 - referrals to services and organisations that can provide support.
 - Regular half termly discussions and reviews with pupils and families to review progress and the impact of support.

Where absence intensifies, so should the support provided, which will require the school to work in tandem with the local authority and other relevant partners.

For individual pupils:

- provision of mentoring
- 1-2-1 tuition to provide catch-up support to build confidence and bridge gaps.
- out of hours learning
- where appropriate an education, health, and care plan
- where appropriate an alternative provision.

Where the needs are wider and a whole family response is more appropriate, this is likely to include:

- a voluntary early help assessment.

Where engagement in support is proving challenging, school will:

- hold more formal conversations with the parents/ carers
- liaise with Social Workers (for CiC or CWSW)
- liaise with Virtual School and / or Virtual School Education Case Work Officer from Warwickshire Attendance Service
- liaise with the school's allocated Education Case Work Officer from Warwickshire Attendance Service.

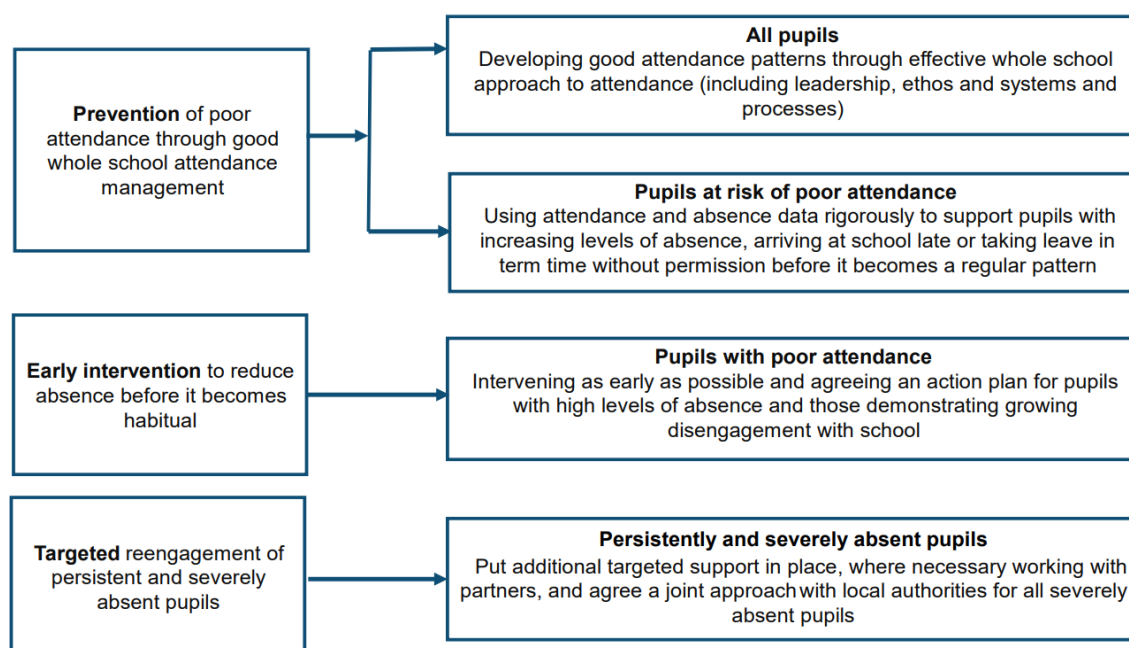
These meetings should clearly explain the consequences of persistent and severe absence to the pupil and family and the potential need for legal intervention in future but should also be an opportunity to continue to listen to and understand the barriers to attendance and explain the help that is available to avoid those consequences.

Severe Persistent Absence

For pupils at risk of or who are missing 50% or more of schooling across the academic year and voluntary support has not been effective and/or has not been engaged with we will work with the local authority Warwickshire Attendance Service (WAS) to determine next steps.

This may include:

- Formal support in place in the form of an attendance contract or an education supervision order.
- Issue a Notice to Improve and/or penalty notice where support would not be appropriate or has not been successful or engaged with and it is likely to change the parents'/ carers' behaviour.
- Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where unauthorised absence becomes severe (below 50% attendance) as it is likely to constitute neglect. We will be especially conscious of any potential safeguarding issues in these cases and where these remain, request a full children's social care assessment.
- Prosecute parents/ carers where all other routes have failed or are not deemed appropriate. This could include making the case for a community or parenting order where the parent is convicted to secure engagement with support.



11. SEND and health-related absences

The school recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any EHC plans that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

Where the school has concerns that a pupil's non-attendance may be related to mental health issues, parents/ carers will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance.

Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the Designated Safeguarding Lead (DSL) and the Safeguarding and Child Protection Policy will be followed. All pupils will be supported with their mental health.

Attendance enforcement will not be used where absence is directly linked to a pupil's disability or unmet special educational needs without evidence that reasonable adjustments and support have first been put in place.

Strategies may include:

- Holding half termly meetings to evaluate any implemented reasonable adjustments.
- Incorporating a pastoral support plan.
- Carrying out strengths and difficulties questionnaire (SDQ) termly where issues are identified.
- Offering an Early Help to a family
- Exploring use of a reduced timetable.
- Ensuring a pupil can have somewhere quiet to spend lunch.
- Implementing a system whereby pupils can request to leave a classroom if they feel they need time out.
- Temporary late starts or early finishes.
- Phased returns to school where there has been a long absence.
- Small group work or one-to-one lessons.
- Tailored support to meet their individual needs.

In developing this support, the usual processes relevant to any attendance case apply:

- Understanding the individual needs of the pupil and family
- Working in partnership with the pupil and family to put in-school support in place and working with other the local authority and other agencies where external support is needed (and available)
- Regularly reviewing and updating the support approach to make sure it continues to meet individual needs.

Underlying health issues

- School will facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible whilst supporting an underlying health issue (mental or physical)
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments will be agreed by, and regularly reviewed with the pupil and their parents/ carers.

- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate e.g., for those affected by anxious feelings about school attendance.
- Make use of school nursing services and mental health support teams where they are available.
- Consider whether additional support from other external partners (including the local authority, children and young people's mental health services, GPs, or other health services) would be appropriate and make referrals.
- Make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.

Where a pupil's health need means they need reasonable adjustments or support because it is complex or long term, we may seek medical evidence to better understand the needs of the pupil and identify the most suitable provision in line with the statutory guidance in supporting pupils at school with medical conditions or arranging education for children who cannot attend school because of health needs.

- Inform the LA if a pupil is likely to be away from the school for more than 15 school days.
- Provide the LA with information about the pupil's needs, capabilities, and programme of work.
- Help the pupil reintegrate at school when they return.
- Make sure the pupil is kept informed about school events and clubs.
- Encourage the pupil to stay in contact with other pupils during their absence.

Remote education does not remove the requirement for attendance and will be offered only where a pupil cannot attend due to unavoidable circumstances and where appropriate.

SEND

For pupils with special educational needs and disabilities, school will work in partnership with families to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including:

- ensuring the provision outlined in the pupil's education, health and care plan is accessed.
- working in partnership families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day. Please see further details on SEN support.
- establishing strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents/ carers.

- ensuring joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate.

For pupils with an EHCP:

- Communicate with the local authority where a pupil's attendance falls, or they become aware of barriers to attendance that relate to the pupil's needs.
- Where possible agree adjustments to its policies and practices that are consistent with the special educational provision set out in the education health and care plan in collaboration with parents/ carers.
- Where needed work with the local authority to review and amend the education health and care plan to incorporate the additional or different attendance support identified.

Part time timetables

In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs.

A part-time timetable should:

- Have the agreement of both the school and the parent/ carer the pupil normally lives with.
- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- Have regular review dates which include the pupil and their parents/ carers to ensure it is only in place for the shortest time necessary.
- Have a proposed end date that considers the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a pupil with a long-term health condition may require a part time timetable for a prolonged period.
- Where the pupil has a social worker, the school is expected to keep them informed and involved in the process.
- If the pupil has an education health and care plan, we will discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.
- In agreeing to a part-time timetable, we will have agreed to a pupil being absent from school for part of the week or day and therefore will record the absence accordingly.

12. Working with parents/ carers to improve attendance

In the majority of cases, pupils will be supported in school, but where there are multiple issues requiring other service involvement, we will work together to provide more intensive whole family support to address them as soon as it becomes clear they would benefit from it.

Schools and local authorities are also specifically expected to have agreed a joint approach for all severely absent pupils.

- In line with early help principles, the family should receive a single assessment, plan, and where necessary, a single lead practitioner.
- Build strong relationships with a range of services and partners that can help with specific barriers to attendance and how to access them:

- health

- voluntary and community sector
- early help
- children’s social care
- local safeguarding partnerships
- special educational needs
- educational psychologists
- housing support
- local mental health services
- school mental health practitioner
- the local School Nursing Service and the local authority’s special educational needs and disability team(s) to ensure joined up support for families facing health or disability related barriers to attendance.

The school will work to cultivate strong, respectful relationships with parents/carers and families to ensure their trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance, and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with pupils and their families to support attendance, e.g., social services.

All absences (authorised, unauthorised, and lateness) will be reported to the parent/carer termly and at the end of the academic year within their child’s report.

If a pattern of absence becomes problematic, the attendance officer will work collaboratively with the pupil and their parents/ carers to improve attendance by addressing the specific barriers that prevent the pupil from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support rather than immediately reach for punitive approaches.

Where these barriers are related to the pupil’s experience in school, e.g., bullying, the headteacher will work with any relevant school staff, e.g., the DSL and SENCO, to address this. Where the barriers are outside of the school’s control, e.g., they are related to issues within the pupil’s family, the headteacher will liaise with any relevant external agencies or authorities, e.g., children’s social care or the LA, and will encourage parents/carers to access support that they may need.

Any concerns or complaints relating to attendance decisions may be raised in line with the school’s Complaints Policy.

13. Training

Training on attendance is included in the school’s continued professional development offer for all staff. We ensure staff understand:

- the importance of good attendance and that absence is almost always a symptom of wider circumstances.
- the law and requirements of schools including on the keeping of registers,
- the schools’ strategies and procedures for tracking, following up and improving attendance.
- the processes for working with other partners to provide more intensive support to pupils who need it.

Dedicated attendance training is provided to any staff with a specified attendance function in their role, including administrative, pastoral, or family support staff and senior leaders:

- the necessary skills to interpret and analyse attendance data.
- any additional training that would be beneficial to support pupils and pupil cohorts overcome commonly seen barriers to attendance.

14. Monitoring and analysing absence

We will monitor and analyse fortnightly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families.

We will look at the attendance and punctuality of pupils:

- cohorts
- year groups (including their punctuality)
- boys and girls
- pupils with special educational needs or disabilities
- Young Carers
- pupils with a social worker (CIN or CP) or had one in the last 6 years (CWSW E6)
- pupils who are looked after by the local authority
- pupils eligible for free school meals
- Pupils with English as an Additional Language (EAL)
- any pupils from backgrounds (including ethnicities, religions, or beliefs)
- in the school community that have, or have historically had, lower attendance than their peers.
- individual pupils with persistent absences (attendance <90% and <50%)

We make use of the View Your Education Data tool (WONDE) to compare attendance outcomes of different cohorts of pupils at a local and national level to identify where intervention is most needed.

We will use this analysis to:

- provide regular attendance reports to class teachers to facilitate discussions with pupils and to leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads).
- Inform a pupil's social worker if there are unexplained absences from school.
- undertake frequent individual level analysis to identify the pupils who need support and focus staff efforts on developing targeted actions for those cases.
- conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends.
- benchmark attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement.
- devise specific strategies to address areas of poor attendance identified through data.
- monitor the impact of school wide attendance efforts, including any specific strategies implemented to evaluate approaches and / or inform future strategies.
- provide data and reports to support the work of the governing body.

The headteacher will also monitor and analyse attendance data each week to ensure that intervention is delivered quickly to address habitual absence at the earliest opportunity.

This is followed up by a termly visit from an Attendance Officer from the Warwickshire Attendance Service.

The headteacher will conduct a thorough analysis of the data on a **fortnightly, half-termly, termly, and full-year** basis to identify patterns and trends. This will include identifying, for each group:

- Patterns in uses of certain codes.
- Particular days of poor attendance.
- Historic trends of attendance and absence.
- Barriers to attendance.

The headteacher will inform staff across the school about pupils whose attendance is being monitored to enable them to track the attendance of pupils and to implement attendance procedures. The headteacher will also be responsible for monitoring how attendance data changes in response to any interventions implemented to increase attendance in future.

When evaluating success, the school will consider whether or not:

- Attendance has improved.
- Punctuality has improved.
- Parental response to absence has improved.
- The school has raised the profile of attendance within the school, governing body, and the local community.
- Parents/carers are fully aware of the importance of punctuality and regular attendance and the attendance procedures operating within school.

The governing body will regularly review attendance data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

15. Monitoring and review

This policy will be reviewed **annually** by the **Headteacher** and **Governing Body**.

The next schedule review date is **May 2027**. However, if significant changes are made to DfE guidance this will be reviewed sooner.

Any changes made to this policy will be communicated to the school community.