



2026/27 Attendance Policy for John Mason School

Consistent with DfE statutory guidance

Working Together to Improve Attendance 2024

Approved by:	Abingdon Learning Trust Board of Trustees
Date:	September 2026
Draft reviewed on:	June 2026
Next review due by:	September 2027

Contents

1. Aims.....	4
2. Legislation and guidance	4
3. Roles and responsibilities	5
3.1 Trustees of Abingdon Learning Trust.....	5
3.2 The Headteachers of ALT schools	6
3.3 Abingdon Learning Trust Attendance Lead.....	6
3.4 The school designated senior leader responsible for attendance	6
3.5 The school attendance officer	7
3.6 Class teachers and form tutors	7
3.7 School admin staff	7
3.8 Parents	8
3.9 Pupils	8
3.10 Home School Link Worker	9
4. Recording attendance	9
4.1 Attendance register	9
4.2 Unplanned absence	10
4.3 Planned absence	11
4.4 Lateness and punctuality	11
4.5 Following up unexplained absence.....	11
4.6 Reporting to parents.....	12
5. Authorised and unauthorised absence.....	12
5.1 Approval for term-time absence	12
5.2 Sanctions	13
5.3 Penalty notices.....	14
5.4 Notices to improve	15
6. Strategies for promoting attendance	15
7. Supporting pupils who are absent or returning to school	16
7.1 Pupils absent due to complex barriers to attendance	16
7.2 Pupils absent due to mental or physical ill health or SEND	17
7.3 Pupils returning to school after a lengthy or unavoidable period of absence	17
8. Attendance monitoring	18
8.1 Monitoring attendance	18

8.2 Analysing attendance	19
8.3 Using data to improve attendance	19
8.4 Reducing persistent and severe absence	19
9. Monitoring arrangements.....	20
10. Links with other policies	20
Appendix 1: attendance codes.....	21

1. Aims

This policy aims to show our commitment to meeting our obligations with regard to school attendance, including those laid out in the Department for Education's statutory guidance on Working Together to Improve School Attendance, which applies from 19 August 2024.

We aim to maintain a whole-school culture and ethos that values good attendance by:

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

We will also promote and support punctuality in attending school and lessons.

2. Legislation and guidance

This policy is based on the Department for Education's statutory guidance on Working Together to Improve School Attendance, which applies from 19 August 2024, and school attendance parental responsibility measures.

The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2024

It also refers to:

- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools
- Working Together to Improve School Attendance
- The local authority code of conduct for penalty notices

This policy also complies with our trust's funding agreement and articles of association.

3. Roles and responsibilities

3.1 Trustees of Abingdon Learning Trust

The board of trustees is responsible for:

- Setting high expectations of all trust and school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties
- Making sure all schools in the trust record attendance accurately in the register and share the required information with the DfE and local authorities
- Making sure all schools in the trust work effectively with local partners to help remove barriers to attendance and keep them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the trust's policies and ethos
- Making sure the schools' 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 trust has high aspirations for all pupils, while adapting 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, through termly attendance review meetings with each individual school
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole trust and its individual schools and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs
- Where a 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, including teachers from across the trust, as part of the regular professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is often a symptom of wider issues
 - The legal requirements for keeping registers
 - The strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data

- Sharing effective practice on attendance management and improvement across the trust and providing regular opportunities for staff from different schools to come together, learn from each other and share resources
- Holding trust headteachers to account for the implementation of this policy
- Identifying and monitoring attendance patterns across the trust's schools to identify common issues and barriers, and share effective practice between schools

3.2 The Headteachers of ALT schools

Each of our headteachers is responsible for:

- The implementation of this policy at their 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
- Working with the local authority, where appropriate, to consider statutory attendance interventions, including penalty notices
- Working with the parents of pupils with special educational needs and/or disabilities 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 plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

3.3 Abingdon Learning Trust Attendance Lead

The ALT Attendance Lead is responsible for:

- Driving attendance improvement across the trust
- Working more intensively with schools that require support to improve attendance
- Acting as a central contact point for schools with attendance queries
- Liaising with the DfE's regional teams for advice about wider support programmes

3.4 The school designated senior leader responsible for attendance

The designated senior leader, also known as the senior attendance champion, is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes

- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance can be contacted through the school office or by emailing attendance@johnmason.school.

3.5 The school attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff
- Reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working with the local authority and education welfare professionals to tackle persistent and severe absence
- Advising the headteacher and senior attendance champion when statutory attendance interventions may need to be considered

The attendance officer can be contacted through the school office or by emailing attendance@johnmason.school.

3.6 Class teachers and form tutors

All class teachers and form tutors are responsible for recording attendance for morning registration, afternoon registration and lessons, using the correct codes, and submitting this information on the school's management information system at the start of the session or lesson.

3.7 School admin staff

School admin staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record information accurately on the school system

- Record absence information shared through the absence line, email or other school communication systems
- Transfer calls from parents/carers to the relevant pastoral or attendance staff where more detailed support is required
- Support first-day response processes for unexplained absence
- Support the attendance officer and senior attendance champion with communication and administrative tasks linked to attendance

3.8 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, for example those who live with and look after the child

Parents are expected to:

- Make sure their child attends school every day, including tutor time and every timetabled session, on time
- Report their child's absence before 8:30am on the day of the absence and on each subsequent day of absence
- Provide a clear reason for absence and advise when their child is expected to return
- Provide the school with more than one 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 or support plans that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance by contacting their child's tutor, Progress Leader, Progress Manager or the attendance team

3.9 Pupils

Pupils at John Mason School are expected to:

- Attend school every day, on time
- Attend tutor time and every timetabled lesson, on time
- Follow the school's procedures for signing in if they arrive late
- Follow the school's procedures for signing out if they have permission to leave during the school day
- Speak to a member of staff if they are worried about attending school or if there are barriers affecting their attendance

- Work with staff to catch up on missed learning following absence

Sixth form students, where applicable, are also expected to follow sixth form attendance and absence reporting procedures.

3.10 Home School Link Worker

The Home School Link Worker is responsible for:

- Acting as a key link between home and school, building constructive, trust-based relationships with parents/carers to encourage engagement with the school
- Working preventatively with families and pupils to provide early intervention, support and signposting to external agencies where appropriate
- Carrying out home visits in line with school procedures to support families and address barriers to attendance, punctuality and engagement
- Supporting pupils and families through the Early Help process, completing Early Help Assessments and attending relevant meetings, for example Team Around the Family, Child in Need or Child Protection meetings
- Working with the SENCO to help parents/carers understand the EHCP process and other SEND-related issues that may affect attendance
- Supporting pastoral teams and the senior attendance champion with emerging issues, including attendance contracts, reintegration and transition work where attendance has been a concern
- Helping to improve attendance and punctuality by working with families to remove barriers, provide guidance and reinforce the importance of regular school attendance
- Acting as Deputy Designated Safeguarding Lead, where this is part of the role, ensuring safeguarding responsibilities are fulfilled in line with statutory requirements
- Liaising with external professionals and agencies to ensure coordinated support for pupils and families
- Supporting the wider school ethos by promoting high standards of behaviour, engagement and attendance across the school community

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. We will also record lesson attendance throughout the school day.

The attendance register will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- For pupils of compulsory school age, whether the absence is authorised or unauthorised
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of the circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8:35am and ends at 3:10pm.

Pupils must arrive in school by 8:25am on each school day.

The register for the first session will be taken at 8:35am and will be kept open until 9:05am.

The register for the second session will be taken at 12:10pm and will be kept open until 12:40pm.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8:30am, or as soon as practically possible, by contacting the school absence line or emailing absence@johnmason.school.

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 3 days, or there are doubts about the authenticity of the illness, the school may ask for medical evidence. This could include a doctor's note, prescription, appointment card, evidence of prescribed medication or another 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 may be recorded as unauthorised. Parents will be notified where this is the case.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment.

This leave of absence should be requested by emailing absence@johnmason.school.

We encourage parents/carers to make medical and dental appointments outside of school hours wherever possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary and should attend school before and/or after the appointment where possible.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence.

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

There will be sanctions for pupils who are late to school without a reasonable explanation. These will be communicated with pupils and parents.

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:

- Contact the pupil's parent/carer on the morning of the first day of unexplained absence to establish the reason for absence
- Use available contact methods, which may include telephone, text message, email or communication through school systems
- Check whether there are any safeguarding concerns or known vulnerabilities that require immediate action
- Identify whether the absence should be approved or unauthorised
- Identify the correct attendance code to use and input it as soon as the reason for absence is established. This will be no later than 5 working days after the session for which the pupil was absent
- Contact the parent/carer on each day that the absence continues without explanation
- Consider appropriate safeguarding action where there are concerns, which may include a home visit, contact with wider family contacts, consultation with the

safeguarding team, contact with external agencies or, where necessary, contact with the police

- Where absence continues, consider involving the local authority attendance team or education welfare professionals
- Where relevant, report 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 any necessary referrals
- Where support is not appropriate, is not successful, or is not engaged with, consider further action. This may include an attendance contract, a notice to improve, a request for a penalty notice to be considered, referral to the County Attendance Team, or other statutory intervention in line with the local authority process

4.6 Reporting to parents

John Mason School will regularly inform parents about their child's attendance and absence levels through My Child At School, school communication systems, letters, meetings and progress reports.

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, where this meets the requirements of the School Attendance (Pupil Registration) (England) Regulations 2024.

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.

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

As leave of absence will only be granted in exceptional circumstances, it is unlikely that leave of absence will be granted for the purpose 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 4 weeks before the absence. 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
- Religious observance, where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong. 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, circus people, bargees 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 circumstances in which a pupil may be recorded as attending an approved activity, or unable to attend due to an unavoidable cause, include but are not limited to:

- Attending an off-site approved educational activity, sporting activity, visit or trip arranged or approved by the school
- Attending another school at which the pupil is also registered
- Attending provision arranged by the local authority
- Attending work experience
- Being unable to attend because of exceptional circumstances or unavoidable causes, such as disruption to travel caused by an emergency, lack of access arrangements, public health guidance or law, or because the school premises are fully or partially closed

The appropriate attendance code will be used in each case.

5.2 Sanctions

Our schools will make use of the full range of potential sanctions to tackle poor attendance where support is not appropriate, is not successful, or is not engaged with. Decisions will be made on an individual, case-by-case basis.

5.3 Penalty notices

The headteacher, or another member of staff authorised by them, may request that the local authority considers issuing a penalty notice where a pupil of compulsory school age has unauthorised absence from school.

Penalty notices are issued in line with the national framework and the local authority code of conduct. In practice, the school will usually work with the local authority before any penalty notice is issued.

Before requesting or issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met. This is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. There are two sessions in a school day: morning and afternoon
- 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 or requesting a penalty notice inappropriate

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.

Each parent who is liable for the pupil's offence can be issued with a penalty notice. This will usually only be the parent or parents who allowed the absence.

Payment must be made directly to the local authority, regardless of who issues the notice. If 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 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 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.

5.4 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 issue, or request that the local authority issues, a notice to improve to give parents a final opportunity 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 attendance concerns
- 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 does not 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

John Mason School promotes good attendance through clear routines, regular communication with families, early support where barriers arise, and recognition of excellent and improved attendance.

We encourage good attendance through assemblies, tutor time, pastoral support, attendance monitoring and regular communication with parents/carers. We recognise pupils who achieve high attendance, as well as pupils who make sustained improvements in their attendance.

John Mason School has high aspirations for all pupils. We know that regular attendance supports academic progress, positive relationships, wellbeing, safeguarding and wider personal development.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

We follow a graduated approach to supporting pupils who have complex barriers to attendance. This is outlined in the school's Attendance Support Process Map and is shared with pupils, parents and staff.

The process uses absence thresholds across the academic year to identify pupils who may need support. The thresholds are based on days of absence because this is often easier for pupils and families to understand than attendance percentages alone.

The graduated approach includes:

- 4 days absence: Attendance concern. Internal monitoring begins. A Stage 1 information letter may be sent to parents/carers. Tutors hold a support discussion with the pupil and consider what catch-up or pastoral support may be needed. EBSA support may be considered where appropriate.
- 7 days absence: Concerning levels of absence. Pastoral staff review the pupil's attendance and consider whether further support is needed. Barriers to attendance are explored and early support is reviewed or offered.
- 10 days absence: Serious concern regarding attendance. A Stage 2 information letter may be sent to parents/carers. The Progress Leader and Progress Manager make contact with the pupil and family to discuss next steps and support.
- 13 days absence: At risk of persistent absence. A Stage 3 information letter may be sent to parents/carers. Senior leaders, pastoral staff and the attendance officer may become involved. Early help, intervention and external support are reviewed or considered.
- 16 days absence: Serious risk of persistent absence. A formal warning notice may be sent to parents/carers. Continued internal and external programmes of support are reviewed. An attendance contract may be considered. A multi-disciplinary approach may be offered.
- 19 or more days absence: The pupil is considered persistently absent for the academic year, as they have missed 10% or more of possible sessions. The school will continue to support the child and family, review all support and offers of support, and may consider referral to the County Attendance Team or other statutory intervention where support is not working or not being engaged with.

At all stages, the school will consider individual context. This may include illness, SEND, mental health, family circumstances, safeguarding concerns, transport issues, bullying, emotionally based school avoidance or other barriers to attendance.

Support may include:

- Tutor check-ins

- Progress Leader or Progress Manager support
- Attendance officer support
- Meetings with parents/carers
- Home visits
- Early Help support
- EBSA support
- Reintegration planning
- Adjustments to routines or provision where appropriate
- Referrals to external agencies
- Attendance contracts
- Referral to the County Attendance Team where appropriate

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

Our approach towards supporting pupils absent due to mental or physical ill health, or due to SEND-related barriers, focuses on maintaining strong communication with families and pupils.

We work closely with parents or carers to understand the pupil's specific needs and provide regular updates on their progress, ensuring they feel involved in decision-making.

The school may implement adjustments such as flexible support plans, personalised learning plans, reintegration plans and access to remote learning where appropriate. Additional support might include involving external agencies, offering one-to-one sessions with the pastoral team or SENCO, and facilitating peer support to foster a sense of belonging.

Our goal is to ensure that each pupil remains engaged with their education and feels supported, despite any challenges they may face.

Where a pupil has an education, health and care plan and their attendance falls, or the school becomes aware of barriers to attendance that relate to the pupil's needs, the school will inform the local authority.

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

If a pupil has been absent for an extended period of time, the Progress Leader, Progress Manager, attendance officer or another appropriate member of staff will coordinate support to help the pupil reintegrate back into school.

This may include:

- A return-to-school meeting
- A reintegration plan

- Pastoral check-ins
- Support from the SENCO or wider pastoral team
- Catch-up work
- Access to missed learning resources
- Communication with subject teachers
- A gradual return plan where appropriate and agreed
- External agency support where needed

The aim is to support the pupil to return to school as quickly and safely as possible, while reducing barriers and helping them to re-engage with learning.

8. Attendance monitoring

Our school monitors attendance and absence data, including punctuality. We track daily attendance at individual, group, cohort, year group and whole-school level.

This data is recorded systematically each day and is regularly analysed through weekly, half-termly and termly reports to identify patterns of absence, lateness or concerning trends within specific pupil groups or year groups.

We assess key metrics such as overall attendance percentages, repeated lateness, persistent absence, severe absence and unauthorised absence. These insights are shared during relevant leadership, pastoral and attendance meetings.

This systematic approach enables early identification of potential attendance issues, prompting timely intervention strategies such as communication with families, targeted support and collaboration with external agencies to improve attendance outcomes.

8.1 Monitoring attendance

Trust leaders and school leaders will monitor attendance and absence data, including punctuality, half-termly, termly and yearly across the school and at individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request.

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

Schools will benchmark their 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 and trustees.

8.2 Analysing attendance

Schools will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct 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
- Identify attendance patterns across the trust to identify common issues and barriers and share effective practice between schools

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence, of all severities, for individual pupils, groups or cohorts identified through data analysis
- Provide targeted support to pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families
- Provide regular attendance reports to class teachers, form tutors, pastoral staff, school leaders, trust leaders, governors and trustees
- Use data to monitor and evaluate the impact of interventions 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. Severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to our trust and school strategy for improving attendance.

Schools 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, at risk of persistent or severe absence, or persistently or severely absent
- Discuss attendance and engagement at school
- Listen to and understand barriers to attendance
- Explain the help that is available
- Explain the potential consequences of persistent and severe absence, including sanctions where appropriate
- Review any existing actions or interventions
- Provide access to wider support services to remove barriers to attendance, in conjunction with the local authority where relevant
- Consider alternative support that could be put in place to remove barriers to attendance and re-engage pupils. In doing so, the school will sensitively consider the reasons for absence
- Implement sanctions where necessary

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and at least annually by the ALT Director of Education or another appropriate trust leader.

At every review, the policy will be approved by the full board of trustees.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- SEND policy
- Supporting pupils with medical conditions policy
- Children missing education procedures
- Suspensions and exclusions policy
- Alternative provision policy, where applicable

Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school

M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school

Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence

U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays