

Attendance Policy



RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

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1. Aims

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

- setting high expectations for the attendance and punctuality of all pupils;
- promoting good attendance and the benefits of good attendance;
- reducing absence, including persistent and severe absence;
- ensuring every pupil has access to the full-time education to which they are entitled;
- acting early to address patterns of absence;
- building strong relationships with families to make sure pupils have the support in place to attend school;
- promoting and supporting punctuality in attending lessons.

At Riverside Bridge School, we are committed to ensuring that all pupils receive the highest quality of education and are able to achieve their full potential. Excellent attendance and punctuality are a key pre-requisite for achieving this.

The target attendance for all pupils registered at this school is 95% or above.

2. Legislation and guidance

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

- part 6 of the Education Act 1996
- part 3 of the Education Act 2002
- part 7 of the Education and Inspections Act 2006
- the Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- the School Attendance (Pupil Registration) (England) Regulations 2024
- the Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

It also refers to:

- School census guidance (updated October 2024)
- Keeping Children Safe in Education (updated September 2024)
- Mental health issues affecting a pupil's attendance: guidance for schools (February 2023)

3. Roles and responsibilities

3.1 The Governing Board is responsible for:

- setting high expectations of all school leaders, staff, pupils and parents/carers;
- making sure school leaders fulfil expectations and statutory duties, including making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority;
- making sure that the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate;
- recognising and promoting the importance of school attendance across the school's policies and ethos;

- making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources;
- making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs;
- regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most;
- working with school leaders to set goals or areas of focus for attendance and providing support and challenge;
- monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - the importance of good attendance
 - that absence is almost always a symptom of wider issues
 - the school's legal requirements for keeping registers;
 - the school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding
- specific pupils, where appropriate.
 - making sure dedicated training is provided to staff with a specific attendance function in their role, including in
 - sharing effective practice on attendance management and improvement across schools;
 - holding the headteacher to account for the implementation of this policy.

The governing body has responsibility for the school attendance strategy and for approving the Attendance and Punctuality Policy every year. The governing body will receive updates on attendance at least termly.

3.2 The Headteacher is responsible for:

- implementing this policy at the school;
- monitoring school-level absence data and reporting it to governors;
- supporting staff with monitoring the attendance of individual pupils;
- monitoring the impact of any implemented attendance strategies;
- issuing fixed-penalty notices, where necessary, and/or authorising Partnership Learning Attendance Officer to be able to do so;
- working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers;
- communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs;
- communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels.

3.3 The Deputy Headteacher is responsible for:

- ensuring that the school meets the legal requirements for all aspects of school attendance and punctuality as set in the Working Together to Improve School Attendance Guidance (August 2024);
- having an attendance policy which meets the expectations outlined in the Working Together to Improve School Attendance guidance (August 2024), and which is published and publicised regularly so that it is easily accessible to pupils, parents/carers/carers and staff;

- ensuring attendance are accurately recorded in the register and sharing the required information with DfE and local authorities;
- benchmarking attendance data to identify areas of focus for improvement ensure that the school meets the legal requirements for all aspects of school attendance and punctuality as set in the Working Together to Improve School Attendance Guidance (August 2024).
- working effectively with local partners to help remove the barriers to attendance that go beyond the school gates, including building strong links with local statutory services (including social care, health and police) and the voluntary and community sector;
- ensuring 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. In addition, this should include the necessary skills to interpret and analyse attendance data, and any additional training that would be beneficial to help pupils and pupil cohorts overcome commonly seen barriers to attendance;
- ensuring training on attendance is included in the school(s)' continued professional development offer for all staff. As a minimum this should include all staff understanding 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 school's 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;
- reporting regularly to the Headteacher and governors about attendance figures and any issues;
- authorising or not authorising any term time absences and informing the parents/carers of the decision;
- producing weekly reports on attendance and punctuality;
- liaising with Partnership Learning Attendance Officer as required;
- managing the procedure for persistent absences;
- liaising with the Local Authority Attendance Lead on a termly basis to identify pupils and cohorts at risk of poor attendance and agree targeted actions and signposting to support services where appropriate.

3.4 The Deputy Designated Safeguarding Lead in charge of Attendance is responsible for:

- following the attendance policy which meets the expectations outlined in the Working Together to Improve School Attendance guidance (August 2024), and which is published and publicised regularly so that it is easily accessible to pupils, parents/carers/carers and staff.
- ensuring staff monitor attendance of the pupils in their class by completing the registers accurately and in time twice a day;
- corresponding with parents/carers where a child has been absent, and no contact has been made;
- recommending individual pupils' targets for attendance for the senior leadership team and the governing body and monitoring them;
- report regularly to the Deputy Headteacher and parents/carers about attendance figures and any issues.
- liaising with Partnership Learning Attendance Officer as required;
- corresponding with parents/carers where a child has been absent and making home visit to parents/carers when no contact has been made after three days or more absences.
- advising the Partnership Learning Attendance Officer, once authorised by the headteacher, when to issue fixed-penalty notice.

3.5 Class teachers and co-educators are responsible for:

- ensuring that they are available to collect pupils from the buses and parents/carers at 9:10am;
- completing the online registers by 9:30am in the morning and by 1:30pm in the afternoon each day;
- ensuring any messages from parents/carers regarding their child's attendance or absence is handed in to the receptionists and/or the DDSL in charge of attendance;

- raising any safeguarding concerns relating to attendance or punctuality with the school's Deputy Designated Safeguarding Lead and the Deputy Headteacher. This includes any absence for more than 3 days;
- discussing attendance and punctuality issues with parents/carers and sharing attendance figures at parents' evenings.

3.6 The school administration staff are responsible for:

- taking calls from parents/carers about absence on a day-to-day basis and record it on the school online system;
- ensuring online registers are completed by class staff after the closure of registration at 9.45am and 1.45pm on a daily basis;
- transferring calls from parents/carers to the appropriate Assistant Headteacher, DDSL or Deputy Headteacher where appropriate, in order to provide them with more detailed support on attendance;
- calling and/or emailing parents/carers to gather information on the reason of a pupil's absence;
- raising any safeguarding concerns relating to attendance or punctuality with the school's Deputy Designated Safeguarding Lead and the Deputy Headteacher. This includes any absence for more than 3 days;

3.7 Parents and Carers

Where this policy refers to a parent/carer, it refers to the adult who has parental responsibility for a child or young person.

The school works in close partnership with parents/carers to achieve excellent school attendance and punctuality.

The law states that parents/carers of children of compulsory school age are required to ensure that they receive full-time education suitable to their age, ability and aptitude and to any special educational needs they may have, either by regular attendance at school or otherwise (Education Act 1996)

It is the parents/carers' responsibility to ensure that their children arrive at school on time by 9.15am and are picked up promptly at the end of the day by 3.15pm.

If a child is going to be absent, the parents/carers should contact the school on the first day of absence. They should state the reason for their child's absence as well as the date they are expected to return to school. If there is no contact the school will contact the parents/carers on the first day of absence. On their child's return to school, the parents/carers should provide any evidence to support their child's absence from school i.e. appointment letters, copy of prescription, etc.

All routine medical and dental appointments should be made outside of school time. When it is essential to have a non-routine appointment during the school day, evidence (such as an appointment card or hospital letter) must be provided in advance. There may be times when the parents/carers/carer will be asked to provide further medical evidence for their child's absence.

The parents/carers should ensure that the child is brought to school before the appointment and returned to school afterwards.

If the parents/carers seek support regarding their child maintaining good attendance, they are advised to contact the DDSL in charge of attendance, Mrs K. Kojnozi, via bridge@riversidebridge.com or on 0203 946 5809.

4. Punctuality

4.1 Arriving late to school

Excellent attendance includes pupils being on time for school every day.

The doors open at 9:10am. School starts at 9:15am. It is the responsibility of the parents/carers to ensure that their child is in school before 9:15am. Any children coming after this time are late and a reason for the lateness will be recorded. Any child arriving late will be recorded at 'U – Late (after register has closed)'. This will affect the child's attendance.

If a child is late coming into school, the following procedure is followed:

- the child will be marked as late on the electronic register by the school administration staff, including the reason and time of arrival;
- any child arriving before the register closes before 9.45am, will be marked with Code L, which counts as a present mark;
- any child who arrives after the register closes at 9.45am, will be marked with Code U, or any other absence code which relates to the reason why that child did not arrive before the close of the register;
- the school administration staff will arrange for a member of staff to come and collect the child from the reception area. It is the parents/carers/carers' responsibility to wait with the child until a member of staff arrives.

Patterns of lateness will be monitored and reported to the DDSL in charge of attendance, which may result in either a letter or a meeting.

4.2 Collecting late from school

The school day ends at 3:15pm. After school clubs end at 4:15pm.

When parents/carers do not collect their child within ten minutes of the end of the day the child is deemed to be late. This is 3:25pm for a normal school day and 4:25pm for after school clubs.

If a child is late being collected from school, the following procedure is followed:

- the staff will record the time that the child was collected;
- staff will make every attempt to contact parents/carers up until 3:45pm (5:00pm if attended an after-school club). If a child remains uncollected and no contact has been made by these times, an immediate referral will be made to the MASH team where advice will be sought from the duty senior social worker. Any previous late collections will be shared with the MASH team;
- If a child remains uncollected by 4:15pm (5:30pm if attended an after-school club) a second call will be made to the MASH team to agree the next steps.
- if parents/carers are late picking up their child on more than one occasion, a meeting will be arranged with a member of the Senior Leadership Team;
- if a child continues to be collected late, a referral will be made to the MASH team (Multi Agency Safeguarding Hub).
- children who are escorted to school by borough transport will be taken to their usual pick up/drop off point. If the parents/carers/carer is not at the designated meeting point at the designated time the bus escort/driver will attempt to contact the parents/carers. If no contact is made the child will be transported to a place of safety by the bus escort/driver.

5. Persistent Absence

Persistent absence is where a child's attendance falls below set thresholds. In those instances, the following stages are used to resolve the situation (unless there is a valid reason for the attendance level, such as a prolonged period in hospital)

Stage One – Phone Call and Letter

If attendance is between 95-90%, an initial phone will be made by the school's Attendance DDSL to inform parents/carers that their child's attendance is a concern. If there are no improvements, a letter will be sent home to the parents/carers notifying them that the school is monitoring the attendance levels of that pupil. The letter will state that there needs to be an improvement in the pupil's attendance or the school will move to stage 2 of the persistent absence policy.

Stage Two – Monitoring Meeting

- If attendance continues to fall, reaching 90% or below, or if there is a repeated pattern of absence (e.g. frequent absences on particular days), the school will make direct contact with parents/carers by phone. This will provide an opportunity to discuss any underlying issues and to remind parents/carers of their responsibility to ensure their child attends school regularly.

- During this stage, the pupil's attendance will be monitored closely over a 2–3-week period. Supportive strategies may be put in place, such as pastoral check-ins, referral to family support, or requesting medical evidence for continued illness-related absences.

Stage Three – Formal Meeting

- If attendance falls below 80%, a meeting with the DDSL in charge of attendance, the Deputy Headteacher, the Partnership Learning Attendance Officer, and the parents/carers will be arranged to discuss any issues and agree a way forward.

This may involve all or some of the following support.

- referral to other agencies;
- direct work with the pupil and family;
- arranging suitable support to help the pupil in making a return to full attendance;
- legal proceedings under the Anti-Social Behaviour Act 2003, Education Act 1996 and the Children Act 1989. Fixed penalty notices may be issued to parents/carers/carers. There is an appeal process for parents/carers who have received and contest a fixed penalty notice.

6. Holidays and leave of absence

Parents/carers who request absences in term time must complete the necessary form (available from the school). It is expected that parents/carers plan holidays and any requests for leave during school holiday periods. Holidays and requests for leave will not be authorised in term time and may incur a fixed penalty notice. All fixed penalty notices are discussed with the Partnership Learning Attendance Officer before being issued.

7. Children missing in Education

Children missing in education are:

- those known to have lived in the local or neighbouring authorities, or attended school here, and their whereabouts are unconfirmed, or unknown (this includes those that have been reported to have moved either within the UK but outside of the Local Authority Boundaries or abroad either to live or study);
- those known to be residing in their respective Local Authority boundaries and are believed not to be in education;
- those whose parents/carers claim to be providing elective home education but, because of the Local Authority's informal enquiries, are believed not to be in receipt of suitable and efficient education.

If a child becomes known as a Child Missing in Education, the relevant EHC (Education Health Care) Team, the MASH team and the Partnership Learning Attendance Officer will be informed immediately.

In some cases, the police will be made aware to safeguard the child and discover more details on the child's whereabouts by generating a 'Merlin' report that will be sent to the MASH team.

8. Recording attendance

8.1 Attendance register

The school record every pupil's attendance using an electronic registration system.

Attendance registers are completed timely and accurately by either the class teacher, or class co-educator twice a day once.

In the morning upon arrival (registers close at 9.30am) and once following lunch (registers close at 1.30pm)

Pupils are expected to be onsite by 9.15am. As many of our pupils arrive by school in arranged transport, this is not usually a problem; however, they are all realistically in their classrooms by 9.25am. If being accompanied to school by parents/carers, staff will greet pupils at designated areas and transition them to their classrooms by 9.30am. If a pupil is absent and a reason is provided, this will be passed on to the pupil's class team for effective registration or recorded directly onto the register by the school administration team.

8.2 Unplanned absence

The pupil's parents/carers must notify the school of the reason for the absence on the first day of an unplanned absence by 9:00am or as soon as practically possible, by calling the school administration staff, where a message can be left on the answer machine, with a member of the admin team or emailed to the school email, bridge@riversidebridge.com. Parents/Carers should not use Class Dojo to report any absences.

The school 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 will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, parents/carers will be notified of this and a meeting with the DDSL in charge of attendance will be organised to discuss this absence.

8.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parents/carers notifies the school in advance of the appointment and provides physical evidence of the appointment. If evidence is not provided, this will become an unauthorised absence.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary. Given the nature of the pupils attending Riverside Bridge School with varying medical needs, the school is aware there are occasions where medical appointments cannot be attended outside of school hours and evidence of such will be required to authorise an absence.

8.5 Following up unexplained absence

When any pupil expecting to attend school does not attend, or stops attending, without reason, the school will:

- call the pupil's parents/carers on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's immediate contacts, it may be necessary to call additional contacts provided;
- identify whether the absence is approved or not;
- identify the correct attendance code to use and input it as soon as the reason for absence is ascertained. This will be no later than 5 working days after the session(s) for which the pupil was absent;
- call the parents/carers on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will carry out a home visit. If no contact is made regarding a child's absence after the home visit, this will be escalated to the local MASH (Multi-Agency Safeguarding Hub) team;
- where relevant, report the unexplained absence to Partnership Learning Attendance Officer and the EHCP Team/Local Authority;
- where appropriate, offer support to the pupil and/or their parents/carers to improve attendance;
- identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals;
- where support is not appropriate, not successful, or not engaged with, issue a notice to improve, penalty notice or other legal intervention (see section 9.2 below), as appropriate.

8.6 Reporting to parents/carers

The school will regularly inform parents/carers about their child's attendance and absence levels via half termly and/or when appropriate.

9. Authorised and unauthorised absence

9.1 Approval for term-time absence

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

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

- taking part in a regulated performance, or regulated employment abroad;
- attending an interview;
- study leave;
- a temporary, time-limited part-time timetable;
- exceptional circumstance as a one-off event/s which are unavoidable, examples may include the death of a close relative, attendance at a funeral, respite care of a looked after child, a housing crisis which prevents attendance.

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 or for the purposes of a family holiday.

The school will consider 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 to 6 weeks before the absence, and in accordance with any leave of absence request form, which can be requested via to the school's email account, bridge@riversidebridge.com

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 parents/carers(s) belong(s). If necessary, the school will seek advice from the parents/carers' religious body to confirm whether the day is set apart;
- when parents/carers(s) are travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision;
- if the pupil is currently suspended or excluded from school (and no alternative provision has been made).

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school;
- attending another school at which the pupil is also registered (dual registration);
- attending provision arranged by the local authority;
- attending work experience;
- if there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

Examples of unauthorised absences:

- parents/carers keeping children off school unnecessarily;
- absences that have not been properly explained;
- travel during term-time, including family holidays, that have not been agreed;
- repeated or persistent non-specific illness, for example, 'poorly/unwell';
- absence of other siblings if one child is ill;
- absence because a parent/carer is ill (alternative arrangements should be made to get children to school);
- oversleeping;
- inadequate clothing/uniform;

- confusion over school term and holiday dates;
- medical and/or dental appointments of more than half a day without very good reason;
- child's and/or family birthdays;
- any routine family event or trip, for example, shopping.

9.2 Sanctions

Our school will make use of the full range of potential sanctions, including, but not limited to, those listed below to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

9.2.1 Penalty notices

The Headteacher (or someone authorised by them), Local Authority or the police can fine parents/carers for the unauthorised absence of their child from school, where the child is of compulsory school-age, by issuing a penalty notice. If the school issues a penalty notice, it will check with the Local authority before doing so and send it a copy of any penalty notices issued.

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

- whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks);
- whether a penalty notice is the best available tool to improve attendance for that pupil;
- whether further support, a notice to improve or another legal intervention would be a more appropriate solution;
- whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate.

Each parent/carer who is liable for the pupil's offence(s) can be issued with a penalty notice. This means that if a child is taken on unauthorised leave by one parent/carer with another parent/carer, both parents/carers could receive a penalty notice.

The payment must be made directly to the Local Authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a first penalty notice, the parents/carers must pay £80 within 21 days, or £160 within 28 days.

If a second penalty notice is issued to the same parents/carers in respect of the same pupil, the parents/carers must pay £160 if paid within 28 days.

A third penalty notice cannot be issued to the same parents/carers in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents/carers 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/carers that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process. In these cases, the parents/carers must pay £80 within 21 days, or £160 if paid within 28 days.

9.2.2 Notices to improve

If the national threshold has been met and support is appropriate, but parents/carers do not engage with offers of support, the school may offer a notice to improve to give parents/carers a final chance to engage with support. Notices to improve will be issued in line with processes set out in the local code of conduct for the Local Authority area in which the pupil attends school.

They will include:

- details of the pupil's attendance record and of the offences;

- the benefits of regular attendance and the duty of parents/carers under [section 7 of the Education Act 1996](#);
 - details of the support provided so far;
 - opportunities for further support, or to access previously provided support that was not engaged with;
 - a clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis;
 - a clear timeframe of between 3 and 6 weeks for the improvement period;
- the grounds on which a penalty notice may be issued before the end of the improvement period.

10. Strategies for promoting attendance

Good and excellent attendance is rewarded through allocation of house points to the school's house system. Each child receives 5 points for a full week of attendance. Pupils are also praised for consistent attendance across the year with celebratory events in the summer term.

11. Supporting pupils who are absent or returning to school

11.1 Pupils absent due to complex barriers to attendance

Some pupils face more complex barriers to attendance. This can include pupils who have long term physical or mental health conditions and those who have special educational needs and disabilities (SEND).

Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil, but additional support may need to be provided. In developing this support, the usual processes relevant to any attendance case including;

- 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.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners where appropriate.

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

Senior leaders, parents/carers, class teachers and relevant external parties will meet to identify the barriers to good school attendance. If appropriate and possible, the child's views will also be gathered. School based interventions may be offered: Zones of Regulation strategies, Thrive intervention, school-based support from in-house SALT/OT and/or a reduced timetable if suitable. External interventions may be offered such as referrals to outside agencies, Educational Psychologist, CAMHS, Early Help, Family Support Services. Parents/Carers will be signposted to local support groups in the relevant Local Authority.

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

As soon as the school is notified of a pupil's return to school after a lengthy or unavoidable period of absence, it will arrange to meet with parents/carers and all relevant parties in order to discuss the most suitable transition and steps towards the child returning full time when appropriate. Phased returns, shorter timetables may be in

place to suit the needs of the pupil. The school will consider adjustments to practices 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 between the school the child's parents/carers.

12. Attendance monitoring

The school's DDSL in charge of attendance will monitor the attendance of:

- all pupils;
- pupils at risk of becoming persistently absent;
- pupils persistently absent (<90%);
- pupils severely absent (<50%);
- pupils with medical conditions;
- pupils with a social worker;
- looked After Pupils;
- pupils considered to have poor attendance.

The DDSL in charge of attendance will inform the Headteacher and Deputy Headteacher of the weekly attendance figure and specific pupil information will be shared with the DfE on request. The school has granted the DfE access to its management information system so the data can be accessed regularly and securely. Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will benchmark its attendance data at whole-school, year-group and cohort level against local and national levels to identify areas of focus for improvement and share this with the governing board.

12.1 In analysing attendance, the school 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 thorough analysis of half-termly, termly, and full-year data to identify patterns and trends;
- look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.

12.2 In using data to improve attendance, the school will:

- develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis;
- provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families;
- provide regular attendance reports to facilitate discussions with class staff and pupils' families, and to the governing board and school leaders;
- use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies;
- share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate.

12.3 Reducing persistent and severe absence, the school will:

- use attendance data to find patterns and trends of persistent and severe absence;

- consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education;
- hold regular meetings with the parents/carers of pupils who the school (and/or Local Authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - discuss attendance and engagement at school
 - listen, and understand barriers to attendance
 - explain the help that is available
 - explain the potential consequences of, and sanctions for, persistent and severe absence
 - review any existing actions or interventions
- provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant;
- consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence;
- implement sanctions, where necessary'

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

13. Monitoring arrangements

This policy will be reviewed as guidance from the Local Authority and/or DfE is updated, and as a minimum every two years. At every review, the policy will be approved by the full governing board.

14. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

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

Code	Definition	Scenario
/	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	Parents/carers travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parents/carers 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