

# Attendance Policy



**Date:** August 2024

**Approved by:**

Miss V Newman  
(Headteacher)

**Last reviewed on:** August 2024

**Next review due by:** August 2025

## Contents

|  |    |
|--|----|
| 1. Aims.....   | 2  |
| 2. Legislation and guidance.....   | 3  |
| 3. Roles and responsibilities.....   | 3  |
| 4. Recording attendance.....   | 6  |
| 5. Authorised and unauthorised absence.....                                | 8  |
| 6. Strategies for promoting attendance.....                                | 10 |
| 7. Supporting pupils who are absent or returning to school.....            | 11 |
| 8. Attendance monitoring.....  | 11 |
| 8. Monitoring arrangements.....  | 13 |
| 9. Links with other policies.....  | 13 |
| Appendix 1: attendance codes.....  | 14 |
| Appendix 2: visual representation of procedures to support attendance..... | 17 |
| Appendix 3: copy of absence request form and link to form.....             | 18 |

---

### 1. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting 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 ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

Please note our school gates open from 8.40am to 8.50am. It is expected that all pupils will arrive by 8.50 and register in their classrooms. **An 'L' code (late before register closes) is recorded from 9.00am to 9.20am when registers close.** A 'U' code (arrived after register closed) is recorded **after 9.20am** and presents as an **unauthorised** absence for the morning.

## 2. Legislation and guidance

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

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

We will apply this policy fairly and consistently, and always consider the individual needs of pupils and their families who have specific barriers to attendance.

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance

- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - The importance of good attendance
  - That absence is almost always a symptom of wider issues
  - The school's legal requirements for keeping registers
  - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy
- The link governor for attendance is the Chair of Governors; Mrs Maggie Spence

### **3.2 The Headteacher**

The headteacher (in consultation with the Deputy Headteacher) is responsible for:

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

### **3.3 The 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

- Ensuring relevant staff liaise with pupils, parents/carers and external agencies, where needed and as appropriate
- 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
- Organising the delivery of targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Mrs Lisa Stewart who can be contacted via the main office number on 01455 842047.

### **3.4 The designated senior leader is also responsible for**

The designated senior leader is also responsible for:

- Monitoring and analysing attendance data (see section 8)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff/SLT and reporting concerns about attendance to the headteacher
- Working with Leicestershire County Council attendance team, and education welfare officers, to tackle persistent absence where relevant
- Advising the headteacher of when fixed-penalty notices may need to be issued

### **3.5 Class teachers**

Class teachers are responsible for recording attendance for both morning and afternoon sessions, on a daily basis. (See Appendix 1) using the school's digital system. The school office will code the absences as appropriate. All registers will be digitally recorded in classes by 9.00am and 1.10pm. (Reasons for absence may be entered up to 5 days after an absence.)

### **3.6 School office staff**

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Code registers according to the coding system each day and provide SLT with daily absence lists with reasons for absence
- Follow up any unexplained absences with a text and a call (See 4.5)
- Transfer calls from parents to the relevant staff and/or arrange callbacks, in order to provide them with more detailed support on attendance where relevant

### **3.7 Parents/carers**

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

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

Parents/carers are expected to:

- Make sure their child attends every day and on time

- Communicate with the school office to report their child's absence by 9am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting Jodie Robinson in the first instance, the Family Link Worker, who can be contacted on 01455 842047 option 1, or directly on her mobile; 07984562758

### **3.8 Pupils**

Pupils are expected to:

- Attend school every day on time

## **4. Recording attendance**

### **4.1 Attendance register**

We will keep an electronic attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once at the start of the afternoon session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

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

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:

- Whether the absence is authorised or not
- The nature of the activity if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

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

The school day starts at 8.50am and ends at 3.20pm.

Pupils must arrive in school by 9.00am at the latest, on each school day.

The register for the first session will be taken at 8.50am and will be kept open in class until 9.00am. The register for the second session will be taken at 1.00pm and will be kept open until 1.10pm.

## 4.2 Unplanned absence

The pupil's parent/carer 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 communicating with the school office.

Parents/carers may call the school office (01455 842047) out of school hours and leave a voice message, or between 8.30am and 9.00am to speak to a member of the office team. They can also email the office at [admin@barwellacademy.org](mailto:admin@barwellacademy.org)

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school 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 and parents will be notified of this in advance.

## 4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment. This notification can be via a phone call, email, face to face conversation or note to the school office prior to the appointment or formal absence request form (see Appendix 3)

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.

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. Go to section 5 to find out which term-time absences the school can authorise.

## 4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- **After the register has closed** will be marked as absent, using the appropriate code which will mark them as taking an **unauthorised absence**

Should any ongoing punctuality concerns arise, parents/carers will be contacted directly (usually by our Family Link Worker/Pastoral Lead) to discuss how we can best support sustained improvements.

## 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 (by text) the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. Initially a message will be left, requesting them to call school to explain the absence as soon as possible
- If by 9.45am there has been no return call, the office will inform our Family Link Worker/Pastoral Lead, who will try to make contact. Should there be no contact made that morning, school will consider the known circumstances and may need to take further steps to ensure pupil safety which may include a

home visit or contacting external agencies including the police. (DHT will be informed by lunchtime by the Family Link Worker/Pastoral Lead if no contact has been made.)

- Once the reason is ascertained, school will identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary.
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention, as appropriate

## 4.6 Reporting to parents/carers

The school will regularly inform parents about their child's attendance and absence levels for example, as part of our written school reports and via half termly texts. Attendance may also be discussed, especially if there are any concerns, at parent meetings with class teachers and as part of our termly 'Team Around the Child' meetings that review SEND provision and progress.

## 5. Authorised and unauthorised absence

### 5.1 Approval for term-time absence

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

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

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

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. As examples, exceptional circumstances does not include:

The reduced cost of holidays

Awkward flight times

Parental work patterns

Weddings – at home or abroad

Other family members booking holidays who are ignorant of school term dates

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.

Any request should be submitted as soon as it is anticipated and, where possible, at least 3 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office or downloadable from our website (See appendix 3). The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience

If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

## 5.2 Sanctions

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

### Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

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

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution

- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

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

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

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

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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

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

### Notices to improve

- If the national threshold has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks) and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for Leicestershire. (The local authority area in which the pupil attends school.)

They will include:

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

## 6. Strategies for promoting attendance

As a school we have aspirations for every pupil to have 100% attendance and are committed to working closely with families to support this. We celebrate attendance by ensuring that parents/carers receive messages of praise via the school office to share with their children. Having said this however, we are also very aware that, due to family circumstances or genuine illness/medical needs, attending school is not always a 'choice' that the child, or family, can make and are determined not to cause upset to our pupils who have not managed to achieve 100% attendance. We also work closely with families to celebrate improved attendance over time, which may be as a result of an attendance contract and/or other attendance support strategies that are usually a result of home and school working in partnership to support attendance improvement.

## **7. Supporting pupils who are absent or returning to school**

### **7.1 Pupils absent due to complex barriers to attendance**

Where a pupil's attendance is causing concern, any possible barriers will be explored. This will include considering information and views from the child and home, the class teacher and the wider school context. Each child's situation will be viewed individually and support offered as suitable to eliminate/diminish any barriers. Any suitable adjustments will also be considered where relevant. Where any outside agency involvement could be helpful, parents will be signposted to the relevant agencies. Where suitable, school may refer to outside agencies too.

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

Where a pupil's attendance is causing concern, any possible mental or physical health needs, including SEND needs, will be explored. This will include considering information and views from the child and home, the class teacher and the wider school context. Each child's needs will be viewed individually and support offered as suitable. This may include further assessments that identify needs, pastoral support from our Pastoral Lead (Rachael Peace), additional family support from our Family Link Worker (Jodie Robinson) and the involvement of SENDCo where relevant. Any suitable adjustments will also be considered where relevant which may include additional support, interventions, adjustments to timetables etc. School may seek support from outside agencies where useful. Parents may be signposted to any relevant agencies. Where suitable, school may refer to outside agencies too.

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

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

If a pupil has had a lengthy or unavoidable period of absence from school, school will liaise with the family to enable a smooth transition back to school. School recognises that for some children, lengthy time off school can have an emotional as well as academic impact. Returning to school may feel daunting and overwhelming. Each child will be viewed individually to determine what type of support may be needed. Any suitable adjustment will be considered to enable the child to integrate back into school life in a positive way. This may include specific academic interventions to 'catch up' on any lost learning, social and emotional interventions, along with possible adjustments to the school day, in order to ensure success.

## **8. Attendance and absence monitoring**

The overall responsibility for the monitoring of this lies with the Deputy Headteacher (Mrs Lisa Stewart.) At an individual level, absence is monitored daily as explained in 4.5 above. This policy will be applied fairly and consistently, and always consider the individual needs of pupils and their families who have specific barriers to attendance.

### **8.1 Monitoring attendance**

The school will monitor attendance and absence data (including punctuality) monthly, half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

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

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

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

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

### **What happens if we have a concern about a child's attendance?**

As a school we have different levels of support. Although there are stages to our procedures, we recognise that we need to take an individualised approach to removing barriers and it will not always be used in a hierarchical manner. However, we also recognise the need to increase our level of challenge where attendance is not improving, despite our support.

Procedures to support improvement (See Appendix 2 for visual representation)

**Step 1** – Contact will be made with parents/carers by phone to share our concerns and to find out how we can possibly support improvement.

**Step 2** – A letter will be sent to the family to inform them in writing of what their child's attendance is and again offer any further assistance.

**Step 3** – Medical evidence requested in order to authorise future absences due to illness

**Step 4** – A meeting will be requested to discuss attendance concerns and to agree a support plan/parenting contract. This will set out what school, parent and pupil agree to do and the improvements we hope to see, with agreed time frames. This stage may include contact with external agencies and/or signposting parents'/carers to additional services for support too.

**Step 5** – If we feel we have exhausted all avenues within school to improve attendance, we will liaise with the Local Authority. Please note that this may, in turn, lead to legal action.

## **8.2 Analysing attendance and absence**

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent absence (missing 10% or more) or severe absence (missing 50% or more)
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

## **8.3 Using data to improve attendance**

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to senior leaders and class teachers, where relevant, to facilitate discussions with pupils and families, and to the governing board and other school leaders (including special educational needs co-ordinator, designated safeguarding lead and pupil premium lead)

- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

## 8.4 Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Where pupils are persistently or severely absent, our Family Link Worker and/or Pastoral Lead will work closely with relevant families to support them in identifying what barriers may be preventing school attendance and work together to reduce or eliminate them, to enable their children to attend
- Where parents and school agree, parenting contracts may be drawn up as part of a transparent and supportive approach. These will be regularly reviewed during an open discussion between the family and the school
- Throughout any concerns over attendance, communication will be maintained and this may be face to face, via email, telephone and/or letter
- Implement sanctions, where necessary (see section 5.2, above)

## 9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the Deputy Headteacher (Mrs Lisa Stewart). At every review, the policy will be approved by the Headteacher (Miss V Newman).

## 10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

## Appendix 1: attendance codes

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

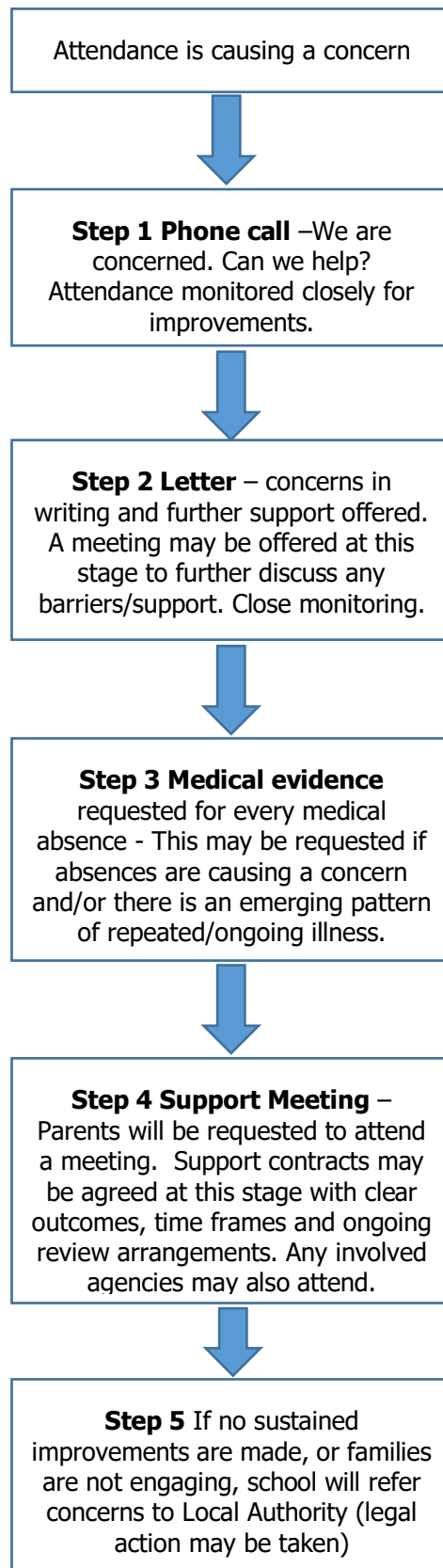
| Code   | Definition  | Scenario   |
|--|---|--|
| I  | Present (am)  | Pupil is present at morning registration   |
| \  | Present (pm)  | Pupil is present at afternoon registration   |
| L  | Late arrival  | Pupil arrives late before register has closed  |
| <b>Attending a place other than the school</b> |   |  |
| 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   |
| <b>Absent – leave of absence</b>               |   |  |
| 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  |

|  |   |  |
|--|---|--|
| <b>J1</b>  | Interview                                   | Pupil has an interview with a prospective employer/educational establishment   |
| <b>S</b>   | Study leave                                 | Pupil has been granted leave of absence to study for a public examination  |
| <b>X</b>   | Not required to be in school                | Pupil of non-compulsory school age is not required to attend   |
| <b>C2</b>  | Part-time timetable                         | Pupil is not in school due to having a part-time timetable   |
| <b>C</b>   | Exceptional circumstances                   | Pupil has been granted a leave of absence due to exceptional circumstances   |
| <b>Absent – other authorised reasons</b>                             |   |  |
| <b>T</b>   | Parent travelling for occupational purposes | Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes                              |
| <b>R</b>   | Religious observance                        | Pupil is taking part in a day of religious observance  |
| <b>I</b>   | Illness (not medical or dental appointment) | Pupil is unable to attend due to illness (either related to physical or mental health)   |
| <b>E</b>   | Suspended or excluded                       | Pupil has been suspended or excluded from school and no alternative provision has been made  |
| <b>Absent – unable to attend school because of unavoidable cause</b> |   |  |
| <b>Q</b>   | 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         |
| <b>Y1</b>  | 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 |
| <b>Y2</b>  | Widespread disruption to travel             | Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency                |

|                                      |   |   |
|--------------------------------------|---|---|
| <b>Y3</b>                            | 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   |
| <b>Y4</b>                            | Whole school site unexpectedly closed       | Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)   |
| <b>Y5</b>                            | Criminal justice detention                  | Pupil is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul> |
| <b>Y6</b>                            | Public health guidance or law               | Pupil's travel to or attendance at the school would be prohibited under public health guidance or law   |
| <b>Y7</b>                            | Any other unavoidable cause                 | To be used where an unavoidable cause is not covered by the other codes   |
| <b>Absent – unauthorised absence</b> |   |   |
| <b>G</b>                             | Holiday not granted by the school           | Pupil is absent for the purpose of a holiday, not approved by the school  |
| <b>N</b>                             | Reason for absence not yet established      | Reason for absence has not been established before the register closes  |
| <b>O</b>                             | 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   |
| <b>U</b>                             | Arrived in school after registration closed | Pupil has arrived late, after the register has closed but before the end of session   |
| <b>Administrative codes</b>          |   |   |
| <b>Z</b>                             | Prospective pupil not on admission register | Pupil has not joined school yet but has been registered   |
| <b>#</b>                             | Planned whole-school closure                | Whole-school closures that are known and planned in advance, including school holidays  |



## Appendix 2: Visual representation of procedures to support improvement





The above steps may not always be followed in this order, and some steps may even be omitted, depending on the individual needs and circumstances of each child.

### Appendix 3: Copy of absence request form.

[Click here for pupil absence form request](#)

### Appendix 3: Copy of absence request form.

|   |  |   |
|---|--|---|
|    | <b>BARWELL CHURCH of ENGLAND ACADEMY</b> |  |
| <b>APPLICATION FORM for PUPIL ABSENCE in TERM TIME</b>  |  |   |
| <small>Please complete this form and return it to school.<br/>The Headteacher can only consider requests where there are particular and exceptional circumstances that require your child to be out of school during term time.</small> |  |   |
| <input type="text" value="Child's Name"/>   |  |   |
| <input type="text" value="Child's Class"/>  |  |   |
| <input type="text" value="Dates when absence from school is requested"/>  |  |   |
| <input type="text" value="Number of &lt;u&gt;school days&lt;/u&gt; absence"/>   |  |   |
| <input type="text" value="Please give details of the exceptional circumstances that require your child to be out of school during term time"/>  |  |   |
| <input type="text" value="Signed (Person with parental responsibility for the above named child)"/>   |  |   |
| <input type="text" value="Date"/>   |  |   |