



**Successful learners; Success for life.**

## **St Andrew's CE School and Nursery Attendance Policy**

Our vision is to provide a caring and nurturing environment, where everyone is given opportunities to learn, discover and grow in our changing world. We strive to guide our community into leading fruitful lives, learning from Jesus's teachings, to love themselves and one another in order to achieve success.

### **Respect; Perseverance; Friendship**

**Respect** – 'Do your best to live in peace with everyone' **Romans 12:18**

**Perseverance** – 'Let us not become tired in doing good, for in time we will reap a fruitful harvest if we do not give up' **Galatians 6:9**

**Friendship** – 'Encourage one another and build each other up' **1 Thessalonians 5:11**

At St Andrew's CE School and Nursery, we believe in promoting excellent attendance and punctuality for all of our pupils in order for them to ensure they achieve to their full potential make the most of the opportunities that school has to offer.

"We recognise that improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn." (Working together to improve school attendance, 2024).

We rely on our partnership with parents and recognise that it is a parent's legal responsibility to ensure that their children attend school in a regular and committed manner. In support of this, the following information outlines our commitments to ensure that attendance, at St Andrew's CE School and Nursery, continues to be of the highest priority.

"The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school" (Working together to improve school attendance, 2024).

## Aims

- To ensure excellent levels of pupil attendance and punctuality, aiming for 100%.
- To establish an ethos of 'school attendance matters' through proactive strategies to promote good attendance and punctuality.
- To work closely with parents/carers to fulfil our obligations to the children by placing high priority on the regular attendance and punctuality of all pupils.
- To ensure procedures within the school to identify and follow up all absences and patterns of absence at the earliest opportunity.
- To have a clear and consistently applied escalation process when dealing with absence.
- To continuously develop the school's celebration of good attendance and punctuality.
- To provide a school that has a "calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn" (Working together to improve school attendance, 2024).

## Procedures for absences from school

Parents/carers are asked to inform the school by telephone on our absence helpline, by pressing option 1, by 9:30am. If a pupil is absent, because of illness, on the first day of absence no later than 9.30 a.m. Parents should provide the reason and where necessary on each subsequent day of absence. If school has not been contacted by the parents/carers, the office will message or call parents to try and make contact on the first day of absence. This will be recorded on the school ScholarPack system with the reason for absence.

After three days of absence, where there has been no contact from parents/carers, this will be referred to the Attendance Champion or Head Teacher who will try to make contact with the parents/carers or any of the named contacts. If no contact is made a home visit will be conducted.

If no contact can be made a letter will be delivered by hand to the home address and where there are' this will be reported to Family Front Door (Social Services).

Should there be frequent absence due to illness, the Attendance Champion will ask to meet parents and may ask for medical evidence, such as prescription/prescribed medication /appointment letter/letter from GP or consultant. If these are not provided the absence will be recorded as unauthorised.

If any member of staff is concerned about a reason for absence, the Attendance Lead or member of the Senior Leadership Team should be informed.

“Schools must record absence as authorised when it falls on a day that is exclusively set apart for religious observance by the parents’ religious body (not the parents)” (Working together to improve school attendance, 2024). Parents are requested to complete a Leave of Absence Request form for this.

After ten consecutive days’ absence, we are required to report this on the Worcestershire Children’s Services Portal. In line with the Education Regulation Act (1996) if a child is absent from school for longer than 20 days with no authorised reason the child’s name could be taken off roll. We may also report this absence to the ‘Child Missing in Education’ Team.

It is a school’s decision whether to accept a reason for a child’s absence and whether to authorise that absence. In the majority of cases a parents’ note explaining that their child was ill, for example, can be accepted without question or concern. In exceptional circumstances further evidence of a child’s absence may be requested. However, schools can challenge parents’ statements or seek additional evidence if they have any concerns regarding a child’s attendance.

### Appointments

- We encourage parents/carers to make appointments outside of school hours. Many GP surgeries, dentists and hospitals offer before and after school appointments.
- We accept occasionally there will be the need for emergency appointments, however these will be rare. Parents/carers are requested to provide written or verbal confirmation of these appointments, unless there is an ongoing medical condition.
- Pupils must be signed in and out at the office and these absences will be recorded as appropriate.
- We do not expect pupils to be absent all day for a medical appointment, unless there are exceptional circumstances.
- When appointments are during the day please try and make sure they are after morning register or afternoon register, so children still get their attendance mark. If the appointment is at 10:30am children should still come to school for the start of the morning to achieve their attendance mark and participate in learning until the appointment rather than keeping children off for the whole morning.

## Planned absence from school

"All schools can grant a leave of absence when a pupil needs to be absent from school with permission. All schools are expected to restrict leaves of absence to the specific circumstances. These are:

- A temporary, time-limited part-time timetable
- Exceptional circumstances

(Working together to improve school attendance, 2024)

Parents must notify School of any planned absence from School in writing using the 'Leave of Absence Request Form' available at the office, or on the School website. This must be made four weeks prior to the absence taking place. Absence requests for exceptional circumstances will only be accepted by the Headteacher when completed on this form.

"The DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance." (Working together to improve school attendance, May 2024).

## Punctuality

- Pupils are expected to arrive at school from 8.45a.m to 8:55a.m. arriving after 8:55 a.m. will be considered as late.
- Pupils arriving after 8:55a.m. must report to the School Office so that their attendance can be recorded and will need to sign in, giving reason for lateness.
- Action to address lateness will be the responsibility of the Attendance Champion and/or Headteacher.
- Class registers MUST reflect the correct late code ('L' to be used prior to 9.30am, 'M' to be used if a medical appointment has resulted in the late arrival of a pupil). For further guidance on register codes please see Appendix 1.
- Valid reasons for lateness could include medical appointments, which have been agreed with school prior to the appointment

## Expectation to support attendance

In line with Working Together to Improve School Attendance 2024 schools are expected to support attendance by, "Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively in partnership with, not against families. All partners should work together to:"

### Expect

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

### Monitor

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

### Listen and understand

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

### Facilitate support

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

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

### Enforce

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

## Reporting attendance to parents

- A child's overall attendance will be reported to the parents/carers at the end of the academic year distributed within the end of year school report.
- If a child is a persistent absentee (below 90%) a copy of their child's attendance summary may be sent home. This will be done termly.
- When attendance is below 90% then a phone call/meeting may be arranged to inform the parent of their child's attendance and support offered.
- An attendance contract will be offered to parents if attendance remains a concern so that support can be offered.

## Promoting attendance

We have a number of ways to promote the importance of attendance and punctuality and our ethos that 'school attendance matters.'

- All staff reward good attendance and punctuality on a daily basis through praise and encouragement.
- Weekly newsletters promote attendance through 'Attendance Class of the Week'
- Pupils receive a Class Dojo/house point if they have 100% attendance for the week.
- The weekly overall school attendance figure is displayed on the weekly newsletter with the school target.
- Pupils who have previously had poor attendance/punctuality and make significant improvement following intervention will be issued with positive communication acknowledging their improvements.
- We are part of Attendance Counts Evesham which looks to promote attendance in a joint initiative between school and agencies in, and around, Evesham.
- Breakfast Club can be offered for free if it is considered this will improve attendance or punctuality.
- An exciting curriculum with various enrichment activities will also look to promote attendance.

## Persistent absenteeism

Pupils with persistent absenteeism will be identified (pupils missing or at risk of missing 19 or more days of school in a year), where there are concerns this rate may continue, support will be offered and an attendance plan will be put in place through a formal 'Attendance Meeting' to address the underlying reasons for the absence level. Where

the child's attendance remains a concern following supportive strategies, further referrals may be made and may result in penalty action. 10% of absence is equivalent of four weeks of learning per year.

### Punctuality

A child who is 10 minutes late for school every day effectively misses out on 6 full days of their education over a year, having an impact on their achievement. Persistent lateness is a form of absence and requires the Attendance Champion to speak with parents/carers to try and understand and support reasons for lateness. It is important that parents/carers are aware that persistent lateness can make a significant difference to their child's achievement. Persistent lateness is monitored by the Attendance Champion who will make contact with parents if lateness becomes persistent. If lateness persists the parents/carers will be invited in for a formal meeting to discuss it further. In some cases, the same procedure will be followed for those families taking unauthorised holidays. In certain circumstances, extremely low attendance with unexplained absences may also result in prosecution of parents for not ensuring their child's attendance at school.

### Notice to Improve

A Notice to Improve is a final opportunity for a parent to engage in support and improve attendance before a penalty notice is issued. If the national threshold has been met and support is appropriate but offers of support have not been engaged with by the parent or have not worked, a Notice to Improve should usually be sent to give parents a final chance to engage in support. (Working together to improve school attendance, 2024).

During this Notice to Improve the attendance of the child(ren) must be 100% during 20 consecutive school days.

### Fixed Penalty Notices

Penalty notices are issued to parents as an alternative to prosecution where they have failed to ensure that their child of compulsory school age regularly attends the school where they are registered or, in certain cases, at a place where alternative provision is provided. Penalty notices can be used by all schools (with the exception of independent schools) where the pupil's absence has been recorded with one or more of the unauthorised codes and that absence(s) constitutes an offence. A penalty notice can be issued to each parent liable for the offence or offences. They should usually only be issued to the parent or parents who have allowed the absence (regardless of which

parent has applied for a leave of absence). (Working together to improve school attendance, May 2024).

The threshold is ten sessions of unauthorised absence in a rolling period of ten school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).

(Working together to improve school attendance, May 2024).

As a school we will view each case on a case by case evaluation. We will take into account previous attendance and whether holidays have been taken regularly or whether it is a one off holiday. We will also consider if support e.g. through attendance plan have been engaged in.

The DFE are clear that requesting a holiday due to not being able to afford one in the school holidays is not a reason to authorise a holiday.

There is a limit of two penalty notices, after which other support or deterrents must be considered including prosecution.

## Registers

An accurate and consistent registration system is crucial both to provide a solid foundation for analysis of absence and to support any statutory interventions. If completed incorrectly this can constitute a risk in the event of an emergency evacuation. The register is a legal document and must be kept accurately. Attendance registers will be kept in accordance with legal requirements, local authority guidelines and school regulations. At St Andrew's CE School and Nursery we use electronic registration (ScholarPack) to keep registers and the procedures for marking registers are as follows:

### **Procedure Person responsible**

1. Registers must be taken at 9.00 a.m. and 12:45pm (Reception and KS1) or 1.00 p.m. (Key Stage 2) promptly - Class teacher
2. On each occasion a school must record whether a child was present, absent or present at approved educational activity. No pupil should be marked present unless actually in the room when the register is called or unless he or she has been given permission to be absent by the registering teacher - Class teacher
3. Spaces must not be left in the register - Class teacher

4. Record reasons for absence if known including who informed – Attendance Officer
5. If unsure of code – leave as 'N' code – the code will be amended by Attendance Officer
6. Daily – First Day Calling and updates to registers – Attendance Officer
7. Weekly – checking for consistency in recording. Attendance Officer

Every half day of absence from school has to be classified by the school as either authorised or unauthorised. Authorised absence is where the Headteacher has either given approval in advance for a pupil of compulsory school age to be away, or has accepted an explanation offered afterwards as satisfactory justification for absence. All other absences, including persistent lateness, must be treated as unauthorised. At St Andrew's CE School and Nursery the Headteacher has been designated to authorise absence [see The Education (Pupil Registration) (England) Regulations 2006 (SI No. 2006/1751) – reg 7(1)].

### Reintegration

We recognise that reintegration for children that have had a long-term absence (such as a prolonged stay in hospital) or for those that have shared provision could be challenging. We also recognise that there may be other groups of children that may need support in the school environment. These may include pupils with Special Education Needs and Disabilities (SEND), medical needs, Children Looked After (CLA), and vulnerable and safeguarded pupils. In accordance with our Equal Opportunities policy all of these cases will be supported by the school; individual needs will be assessed in order to seek support from relevant agencies as deemed appropriate. If issues to do with absence are centred around allegations including peer on peer abuse such as bullying or racial abuse, the school will draw on its behaviour, SEND and/or Equal Opportunities Policies to work through these issues with both the parents/carers and the children concerned. Please contact school immediately if these problems are suspected.

### Roles and Responsibilities

Below is a table of responsibilities for different groups of pupils and the different partners who can support improved attendance

## Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

## Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of persistent absence.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

## Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through a referral to statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

## Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>

## Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

## Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>

## Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Know who the pupils who have, or who have had, a social worker are.</p> <p>Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.</p> <p>Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.</p> <p>Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Ensure that all Children's Social Care practitioners understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.</p> <p>Through the work of Virtual School Heads, they should:</p> <ul style="list-style-type: none"> <li>• Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance.</li> <li>• Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker.</li> <li>• Develop whole system approaches, with social care, to support the attendance of children in need.</li> </ul>

## Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.</p> <p>Proactively engage with the support offered.</p>	<p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for lookedafter children that support good attendance.</p> <p>Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.</p>	<p>Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.</p> <p>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.</p>	<p>Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.</p> <p>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <ul style="list-style-type: none"> <li>• Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school - wherever they live or are educated.</li> <li>• Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance.</li> <li>• Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance.</li> <li>• Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.</li> </ul>

## Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
<p>Schools regularly update parents on their child's attendance.</p> <p>(If parents feel the school and/or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)</p>	<p>The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures.</p> <p>The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance.</p> <p>Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.</p> <p>Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.</p>	<p>DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making.</p> <p>Ofsted considers governing bodies' efforts as part of inspections.</p>	<p>DfE Regions Group monitors local authority efforts as part of regular interaction.</p> <p>Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services.</p> <p>Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.</p>

## Appendix 1 Attendance Codes

Code	Meaning	New Code
Code / \:	Present at the school / = morning session \ = afternoon session	
Code L:	Late arrival before the register is closed	
Code K:	Attending education provision arranged by the local authority	Yes
Code V:	Attending an educational visit or trip	
Code P:	Participating in a sporting activity	
Code B:	Attending any other approved educational activity	
Code D:	Code D: Dual registered at another school	
Code C1:	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.	Yes
Code M:	Leave of absence for the purpose of attending a medical or dental appointment	
Code J1:	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution	Yes
Code S:	Leave of absence for the purpose of studying for a public examination	
Code X:	Non-compulsory school age pupil not required to attend school	
Code C2:	Leave of absence for a compulsory school age pupil subject to a part-time timetable	Yes
Code C:	Leave of absence for exceptional circumstance	
Code T:	Parent travelling for occupational purposes	
Code R:	Religious observance	
Code I:	Illness (not medical or dental appointment)	
Code E:	Suspended or permanently excluded and no alternative provision made	
Code Q:	Unable to attend the school because of a lack of access arrangements	Yes
Code Y1:	Unable to attend due to transport normally provided not being available	Yes
Code Y2:	Unable to attend due to widespread disruption to travel	Yes
Code Y3:	Unable to attend due to part of the school premises being closed	Yes
Code Y4:	Unable to attend due to the whole school site being unexpectedly closed	Yes
Code Y5:	Unable to attend as pupil is in criminal justice detention	Yes
Code Y6:	Unable to attend in accordance with public health guidance or law	Yes
Code Y7:	Unable to attend because of any other unavoidable cause	Yes
Code G:	Holiday not granted by the school	
Code N:	Reason for absence not yet established	
Code O:	Absent in other or unknown circumstances	
Code U:	Arrived in school after registration closed	
Code Z:	Prospective pupil not on admission register	
Code #:	Planned whole school closure	

## Appendix 2 Attendance facts

# Key facts:

- ★ Research shows that children with higher attendance at school achieve better both in their exams and in later life.
- ★ A two week holiday in term time, will automatically drop attendance to 95% and can have a severe impact on children who might not find learning easy.
- ★ 90% attendance is the equivalent to one month off every school year. Over the 7 years of primary school, this is the same as missing almost one whole school year!
- ★ Children who have persistently poor attendance can suffer more commonly from friendship issues and find it harder to build lasting relationships.
- ★ You can be fined and prosecuted if your child's attendance becomes a serious issue. You will be referred to the Education Welfare Officer (EWO) and legal proceedings can and will be taken where necessary.

## Good Attendance means...

Being in school at least 97% of the time or 184 to 190 days

### Remember

Your education is important - don't miss out!

### Did you know?

A two week holiday in term time means that the highest attendance a child can achieve is 94.7%



There are **365** days in a calendar year

**175** are not spent at school!

\*So there's plenty of time for shopping, holidays and appointments!

### Did you know?

When pupils attend school they:

- ✓ Can achieve their full potential
- ✓ Have better career prospects
- ✓ Learn how to look after themselves and be healthy
- ✓ Grow in confidence
- ✓ Keep up with work and homework
- ✓ Make new friends

