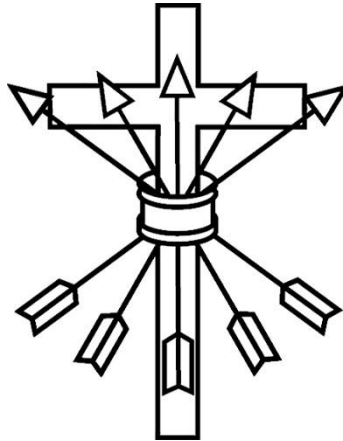


WADDESDON CHURCH OF ENGLAND SCHOOL



ATTENDANCE POLICY

STATUS OF POLICY:	Statutory
BASED ON LA and “The Key” PROCEDURE	September 2024
COMMITTEE RESPONSIBLE:	Curriculum & Student Wellbeing
GOVERNING BOARD APPROVAL:	9 October 2024
REVIEW DATE:	Autumn 2025

Executive Summary

This attendance policy supports parents/carers and pupils.

Regular attendance and punctuality are essential if pupils are to benefit fully from their education and we aim to be rigorous in helping them to achieve and maintain a good standard of attendance and punctuality. At Waddesdon CE School, we know that parental support is vital to help students maintain full attendance. Consistent attendance is proven to be beneficial for all students.

The schools focus is taken from guidance produced by the Department for Education. The two main strategies are:

1. Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
2. Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.

Our policy clearly identifies the roles of the following stakeholders: Governors, Headteacher, Tutors, Heads of Year, Sixth Form Student Support Officer, Attendance Officer, Pupils, Parents and Carers.

There is a strong focus on achieving the highest level of attendance possible. This will be supported by communicating to parents/carers and pupils both a drop in attendance and an improvement.

The policy is written to support the partnership between home and school. It explains the legal guidance and the schools high standards. There is a minimum expectation that every pupil achieves an attendance rate of over 95%.



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1. Aims

Our school aims to meet its obligations with regards to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence (less than 90%)
- Ensuring every pupil has access to full-time education to which they are entitled
- Acting early to address patterns of absence

We will also support parents/carers to perform their legal duty to ensure their children of compulsory school age attend regularly, and will promote and support punctuality in attending lessons.

Every child has a right to access the education to which he/she is entitled. Parents/carers and staff share the responsibility for ensuring that attendance rates at Waddesdon CE School are maximised and that rates of unjustified and unauthorised absenteeism are kept to a minimum.

The following vision statement which has been agreed by the Governing Board sets down the ethos of the school and this policy needs to be viewed within this context:

*We believe that the purpose of education is to enable all people to **flourish individually and collectively** so that they **can live a fulfilling life**. As a community, we strive to achieve these aims, believing genuinely and unequivocally in **the capacity and potential of every person**.*

*Our ethos is rooted and grounded in the Christian values of **love, compassion, kindness and intentional inclusion** which foster **dignity and respect** for all. We want students to know that they are **safe, and seen**, at Waddesdon School. **We uphold these same values for our staff**. Being part of the **Waddesdon family** should **enrich** people's lives.*

***Self-confidence, self-belief and agency** are nurtured through **positive relationships, encouragement, acknowledgement of success and celebration of achievement**. We value **well-being and care deeply** about the **individual support** we provide within an organisation which prizes **fairness and equity**.*

*Our **happy and positive** culture enables our students to **fulfil their potential** as **self-disciplined, responsible and productive citizens** who are proud to claim that they are a part of the Waddesdon tradition, the 'Waddesdon Way', and who are **ready to face the challenges of the modern world**.*

Academic and professional standards and expectations are high with a culture which we describe as being **‘warm strict’**. Learning is developed through **a broad range of engaging and rich educational opportunities**. We are a **dedicated and motivated** community which enables our students, and staff, to **work hard and achieve highly**.

Pursuing **excellent education** means that Waddesdon School does not simply measure success by our **outstanding outcomes**; it is also measured by the **development and character** of our young people.

1.1 Safeguarding

The governors at Waddesdon CE School view attendance as a safeguarding issue and in accordance with the school’s Attendance Policy, absences are rigorously pursued and recorded. The school, in partnership with the appropriate agencies, takes action to pursue and address all unauthorised absences in order to safeguard the welfare of children and young people in its care.

The Attendance Policy identifies how individual cases are managed and how we work proactively with parents to ensure that they understand why attendance is important. In certain cases, this may form part of a Parenting Contract.

We implement the statutory requirements in terms of monitoring and reporting children missing education (CME) and taking off roll and understand how important this practice is in safeguarding children and young people.

2. Legislation and guidance

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE’s statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting 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](#), [2016](#) amendments)

- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)
- The School Attendance (Pupil Registration) (England) Regulations 2024

This policy also refers to the DfE's guidance on the [school census](#), which explains the persistent absence threshold.

It also refers to:

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

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

3.2 The Headteacher

The Headteacher is responsible for:

- 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

3.3 The designated member of LMT responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed

- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

3.4 The Attendance Officer

The School Attendance Officer:

- Monitors attendance data across the school and at an individual pupil level
- Reports concerns about attendance to the Leadership Team, Heads of Year, Sixth Form Student Support Officer and form tutors
- Generates attendance congratulations and concern letters, supported by the Office Staff and agreed with Heads of Year
- Arranges calls and meetings with parents/carers to discuss attendance issues
- Works with County Education Welfare Officers to tackle persistent absence
- Advises the LMT when parental contracts are issued

3.5 Sixth Form Student Support Officer

- The Sixth Form Student Support Officer works with the Attendance Officer to analyse attendance data in the Sixth Form context. They speak to students and liaise with Sixth Form form tutors, the Head of Year 12/13 and the Head of Sixth Form about intervention.

3.6 Form Tutors

Form tutors are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office. They provide an initial contact point for parents and carers. They support individual pupils with early attendance support and make contact home.

3.7 Heads of Year

Heads of Year are responsible for having an overview of their year group. They approve and sign congratulatory and concern letters to go home. They make phone calls home after form tutor contact if no improvement in attendance seen despite support. They will attend face to face meetings with parents/carers and support initial school contract meetings.

3.8 Office Staff (Thorp Office and the Sixth Form Administrator)

Office staff are expected to take calls from parents about absence and record it on the school system. If no contact is received from parents/carers in the allotted timescale each day, they make contact home to check parents/carers are aware of the absence and find out the reason.

3.9 Parents and Carers

Parents/carers are expected to:

- Make sure their child attends every day on time
- Contact the school to report their child's absence before 8.30am 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
- Take holidays outside of term times

3.10 Pupils

- Attend registration and every timetabled session on time.

4. Recording Attendance

4.1 Attendance register

By law, all schools (except those where all pupils are boarders) are required to keep an attendance register, and all pupils must be placed on this register.

The attendance register will be taken at the start of the first session of each school day and once during the second session. It will mark 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, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

Every entry in the attendance register will be preserved for 6years after the date on which the entry was made.

Pupils must arrive in school by 8.30am on each school day.

The register for the first session will be taken at 9.00am and will be kept open until 9.10am.

The register for the second session will be taken at 11.45am and will be kept open until 11.50am

4.2 Unplanned absence

Parents must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by 8.30am or as soon as practically possible (see also section 6).

Parents are able to notify the school by phone, email, letter or in person.

Absence due to physical or mental illness will be authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask parents to provide 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 Medical or dental appointments

Attending a medical or dental appointment is counted as an authorised absence; advance notice is required for authorising these absences.

However, we strongly encourage parents 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.

Applications for other types of absence in term time must also be made in advance. Information relating to whether the school can authorise such absences can be found in section 5.

4.4 Lateness and punctuality

A pupil who arrives late but before the register has closed will be marked as late, using the appropriate code.

A pupil who arrives after the register has closed will be marked as absent, using the appropriate code.

When a student arrives late to school they should sign in at the Thorpe reception area or Sixth Form Study Centre, entering the time of arrival and reason for lateness. All lateness is regularly monitored by the school, recognising the disruption to lessons and learning. Recurring lateness will almost certainly result in the award of detentions or other sanctions.

4.5 Following up absence

The school will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use.

Parents are responsible in law for ensuring the regular and punctual attendance of their children and risk prosecution if they fail in this duty. It is therefore very important for parents and school staff to work closely together to overcome any problems which may affect a student's attendance.

Waddesdon CE School places a high value on students' regular attendance and good punctuality and monitors this daily. School staff also work closely with the county attendance team where attendance or punctuality does not meet the school's rigorous expectations

Waddesdon CE School will write to parents if they have concerns for a child's attendance

4.6 Reporting to parents

- Parents will be informed about their child's attendance via school reports
- Pupil review and guidance meetings

5. Authorised and unauthorised absence

5.1 Granting approval for term-time absence

Headteachers may not grant any leave of absence to pupils during term time unless they consider there to be 'exceptional circumstances'.

The fundamental principles for defining 'exceptional' are where requests are rare, significant, unavoidable and short.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. A leave of absence is granted entirely at the headteacher's discretion.

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments – as explained in sections 3.2 and 3.3
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller pupils 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

There is **no** automatic entitlement in law to time off in school time to go on holiday.

Taking holidays in term time will affect your child's schooling as much as any other absence and we expect parents to help us by not taking children away in school time.



- 5 minutes late a day equates to **3** days out of 190 lost each academic year.
- 10 minutes late is **6.5** days lost.
- 15 minutes late is **10** days of education lost.
- Being late can lead to **anxiety** and feeling **unsettled**.
- Arriving after registration may also result in an **unauthorised absence**.

Leave of absence may not be granted unless there are exceptional circumstances, in which case the Headteacher determines the number of school days that a child can be away from school.

If holiday leave is taken without the school's prior approval, this may be viewed as undermining the good order and discipline of the school and could be referred to the County Attendance Team.

Remember that any savings you think you may make by taking a holiday in school time are offset by the cost to your child's education.

5.2 Legal sanctions

In the event of persistent non-attendance, the school works closely with the County attendance team to help remove any barriers which may be preventing a student from fully accessing the education to which he/she is entitled.

Schools can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

The 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

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 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 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

Good attendance improves peer relationships, allows students to achieve their potential and therefore contributes positively to the school community

Students with good and improved attendance receive letters of congratulation. Students' attendance is included on all school references and is requested by prospective colleges and employers and used as part of their admissions and interview procedure.

Attendance is promoted by Form Tutors, Heads of Year and as part of our whole school and year group assemblies.

7. Supporting pupils who are absent or returning to school

We will discuss a realistic plan for catching up on missed work, this should be monitored and evaluated after a set period. This is particularly important for students working towards exams.

7.1 Pupils absent due to complex barriers to attendance

We will meet with the student and a family member before they start back to discuss their concerns and agree a plan for their first day. This can help alleviate anxiety. We will arrange peer support and inform teachers of any special requirements.

We will use the meeting to update or complete an **Individual Healthcare Plan**.

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

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. •

We will liaise with the first aid officer to ensure all relevant medical information is updated. Medication may have changed or additional or different medical staff may be involved. If necessary we will ask a member of the medical or hospital school/tuition unit to come in and talk to staff especially where a student's medical or mental health condition requires considerable planning or arrangements for a smooth transition back to school

8. Attendance monitoring

The attendance officer monitors pupil absence on a daily basis.

Parents are expected to contact the school in the morning if their child is going to be absent due to ill health . Parents are expected to contact the school each day their child is ill.

If after contacting parents a pupil's absence continue to rise, we will consider involving the County Attendance Officer.

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) daily, weekly, 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.

8.2 Analysing attendance

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 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

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 severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to [class teachers/form tutors], to facilitate discussions with pupils and families, and to the governing board and school leaders

(including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)

- 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
- Implement sanctions, where necessary (see section 5.2, above)
- Add anything else that is part of your strategy

8.5 Children Missing in Education (CME)

The school follows the Local Education Authorities policy regarding the protocol for children missing education. (Protocol for children missing education. September 2017 Version 9) The purpose of this document is to make sure that children not receiving a suitable education are identified quickly, and effective tracking systems and support arrangements are put in place.

Children missing education are:

“Children of compulsory school age who are not on a school roll, and who are not receiving a suitable education otherwise than being at school, for example, at home, privately, or in alternative provision.”

Children not receiving a suitable education are at increased risk of a range of negative outcomes that could have long term damaging consequences for their life chances.

8.6 Children with health needs who cannot attend school

- Suitable education is arranged for pupils on roll who cannot attend school due to health needs
- Pupils, staff and parents understand what the school is responsible for when this education is being provided by the local authority

8.6.1 Legislation and guidance

- This section reflects the requirements of the [Education Act 1996](#).
- It also based on guidance provided by our local authority:

If a child cannot attend school due to health reasons, and their illness or injury results in them being away from school for 15 days or more, we are responsible for arranging education if suitable education is not otherwise being arranged. The following guidance details how we will arrange this education through the commissioning of a:

- Home Tuition Service
- Hospital Teaching Service at Stoke Mandeville Hospital

[Home Tuition and Hospital Teaching Services Guidance](#)

8.6.2. The responsibilities of the school

All schools in Buckinghamshire are required to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

8.6.3 If the school makes arrangements

Initially, the school will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school.

If parents/carers have concerns that their child may be absent from school they should discuss this with their child's school. The school will then be able to advise on how they will ensure that the child does not fall behind with their studies and may consider a referral to the Home Tuition Services if it is appropriate and there is supporting medical evidence from a Community Paediatrician, Hospital Consultant or CAMHS Consultant.

8.6.4 If the local authority makes arrangements

If the school cannot make suitable arrangements, Buckinghamshire County Council will become responsible for arranging suitable education for these children.

In cases where the local authority makes arrangements, the school will:

- Work constructively with the local authority, providers, relevant agencies and parents to ensure the best outcomes for the pupil
- Share information with the local authority and relevant health services as required
- Help make sure that the provision offered to the pupil is as effective as possible and that the child can be reintegrated back into school successfully

When reintegration is anticipated, work with the local authority to:

- Plan for consistent provision during and after the period of education outside the school, allowing the pupil to access the same curriculum and materials that they would have used in school as far as possible
- Enable the pupil to stay in touch with school life (e.g. through newsletters, emails, invitations to school events or internet links to lessons from their school)
- Create individually tailored reintegration plans for each child returning to school

- Consider whether any reasonable adjustments need to be made

9. Monitoring arrangements

This policy will be reviewed every two years by the assistant head teacher responsible for attendance. At every review, the policy will be shared with the Governing Board.

10. Links with other policies

This policy is linked 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	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open

Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • 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

Appendix 2

Children who are absent from education

178. Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Further information and support, includes:

- Guidance on school attendance [Working together to improve school attendance](#) including information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.
- Information regarding schools' duties regarding children missing education, including information schools **must** provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department's statutory guidance: [Children Missing Education](#).
- further information for colleges providing education for a child of compulsory school age can be found in: [Full-time-Enrolment of 14 to 16 year olds in Further Education and Sixth Form Colleges](#).
- general information and advice for schools and colleges can be found in the Government's [Missing Children and Adults Strategy](#).