Pupil Attendance Policy

Ratified by the Governing Body: September 2026
Review Date: September 2027

The name and contact details of the Senior Attendance Champion – the senior leader responsible for the strategic approach to attendance in our school, is Mrs M. Lewis (attendance@highfields.sandwell.sch.uk)

The name and contact details of the school staff member pupils and parents should contact about attendance on a day-to-day basis and for more individual support with attendance is Mrs E. Adams (attendance@highfields.sandwell.sch.uk)

The name of our linked Governor with responsibility for monitoring attendance is Mrs J.Foster

Introduction and Background

Highfields Primary School recognises that positive behaviour and good attendance are essential in order for pupils to get the most of their school experience, including their attainment, wellbeing and wider life chances.

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 or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly, on time. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called "Working together to improve school attendance" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.

This policy is written with the above guidance in mind and underpins our school ethos to:

- promote children's welfare and safeguarding;
- ensure every pupil has access to the full-time education to which they are entitled;
- ensure that pupils succeed whilst at school;
- ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school.

It has been developed in consultation with school governors, teachers, local Headteacher Associations, the Local Authority and parents and carers. It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school's commitment to attendance matters. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

In addition, all schools follow the DfE's statutory safeguarding guidance, Keeping Children Safe in Education, which emphasises the importance of understanding the potential vulnerabilities of children who are missing or absent from education https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued;

- Raising and maintaining a whole school awareness of the importance of good attendance and punctuality;
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.
- Establishing an effective and efficient system of communication with pupils, parents and appropriate agencies to provide mutual information, advice and support.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable. It is a rule of this school that pupils must attend every day, unless there are exceptional circumstances.

School Aims

- To improve the overall percentage of pupils at school and aim for a whole school attendance of 97% or higher.
- To make attendance and punctuality a priority for all those associated with the school including pupils, parents, teachers and governors.
- To develop a framework which defines agreed roles and responsibilities and promotes consistency in carrying out designated tasks.
- To provide support, advice and guidance to parents and pupils.
- To develop a systematic approach to gathering and analysing attendance related data.
- To further develop positive and consistent communication between home and school.
- To promote effective partnerships with the Education Welfare Service and with other services and agencies.
- To recognise the needs of the individual pupil when planning reintegration following significant periods of absence.

Roles and Responsibilities

The Headteacher is responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Appointing a member of the SLT to the Attendance Champion role.
- Ensuring all parents are aware of the school's attendance expectations and procedures.
- Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence.
- Ensuring that a clear policy on attendance is in place, which is known to staff and pupils.
- An admission register (known as the school roll) which contains a list of all pupils at the school;
- An attendance register (unless all pupils are boarders) for all pupils of compulsory school age on the admission register. This must be taken twice a day; once at the start of the morning session and once during the afternoon session. Similarly, the School keeps a register of pupils present on the school site during lunchtime, this is needed in the event of an emergency to show which pupils need to be accounted for.

The Governing Body has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the school.
- Promoting the importance of good attendance through the school's ethos and policies.
- Arranging attendance training for all relevant staff that is appropriate to their role.
- Working with SLT to set goals for attendance and providing support and challenge around delivery against these goals.
- Regularly reviewing attendance data.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability, sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Having regard to 'Keeping children safe in education' when making arrangements to safeguard and promote the welfare of children.
- Ensuring that there is a Children in Missing Education Policy in place and that this is regularly reviewed and updated.

Staff are responsible for:

- Following this policy and ensuring pupils do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.
- Where designated, taking the attendance register at the relevant times during the school day.

The SLT Attendance Champion is responsible for working alongside the Attendance and Learning Mentor to:

- Direct the overall strategic approach to attendance in school.
- Develop a clear vision for improving attendance.
- Monitor attendance and the impact of interventions.
- Analyse attendance data and identifying areas of intervention and improvement.
- Communicate with pupils and parents with regard to attendance.
- Follow up on incidents of persistent poor attendance.
- Follow the procedures for any pupil being deleted from the admissions and attendance registers set down by the Local Authority.

The Attendance Champion and Attendance Support Officer are responsible for:

- The overall strategic approach to attendance in school and developing a clear vision for attendance (in liaison with SLT Champion for attendance.)
- Monitoring attendance and the impact of interventions.
- Analysing attendance data and identifying areas of intervention and improvement.
- Communicating with pupils and parents with regard to attendance via letter, phone calls, meetings and home visits as required.
- Following up on incidents of persistent poor attendance via phone calls, meetings and home visits.
- Working with the SENDCo to act as a point of contact for specialist support and building up knowledge of support services available to children and families.
- Following the procedures for any pupil being deleted from the admissions and attendance registers set down by the Local Authority.
- Liaising with Sandwell's Attendance Support Service.

The Attendance Administrator is responsible for:

- Working alongside school's Attendance and Learning Mentor.
- Maintaining the register.
- Ascertaining reasons for absence and updating these accordingly.
- Assisting school's Attendance and Learning Mentor with phone calls and home visits as required.

Parents are responsible for:

- Providing accurate and up-to-date contact details.
- Providing the school with more than one emergency contact number.
- Updating the school if their details change.
- The attendance of their children at school.
- Promoting good attendance with their children.
- Arriving on time for the school day.

Promoting Regular Attendance

At Highfields Primary School, we believe in developing good patterns of attendance and setting high expectations for the attendance and punctuality for all our pupils from the outset. It is a central part of our school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

Helping to create a pattern of regular attendance is the responsibility of parents, pupils and all members of school staff.

To help us all to focus on this, we will:

- Submit a daily attendance return to the Department of Education, in line with the legal expectations placed on all schools;
- Build strong relationships and work jointly with families;
- Give parents/carers details on attendance in our newsletters;
- Promote the benefits of high attendance;
- Accurately complete admission attendance registers and have effective day to day processes in place to follow-up absence as required by law;
- Report to parents/carers regularly on their child's attendance and the impact on their progress;
- Contact parents/carers should their child's attendance fall below the school's target for attendance.
- Provide a school breakfast club

Understanding Types of Absence

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Every half-day absence from school has to be classified by the school as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

Authorised absences are morning or afternoon sessions away from school for a genuine reason such as illness, medical or dental appointments which unavoidably fall in school time, emergencies, or other unavoidable causes.

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

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes, (however this list is not exhaustive):

- parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn;
- absences which have never been properly explained;
- children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however is counted as an absence for the session;
- shopping trips;
- looking after other children or children accompanying siblings or parents to medical appointments;
- holidays taken during term time, not deemed 'for exceptional purposes' by the headteacher, including any arranged by other family members or friends;
- day trips;
- other leave of absence in term time which has not been agreed.

Persistent Absenteeism (PA) and Severe Absenteeism (SA)

A pupil is defined by the Government as a 'persistent absentee' when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this. All pupils who have attendance levels of 90% or below are considered to be a persistent absentee.

A pupil who has missed 50% or more schooling is defined by the Government as 'severely absent'. Pupils within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

If a child is absent from school for 10 days and cannot be located, then the child will be reported to the local authority as CME – a child missing in education. There is also a statutory obligation to report any child to the local authority if there has been an absence for 10 or more days unless agreed as a holiday. Reporting Children Missing Education (CME) is crucial as it helps safeguard children's wellbeing and educational development. It ensures that children not attending school are identified promptly, allowing interventions to be put in place to support them and their families. School will not remove a child from roll until they have been absent from school for 20 days or more and have received notification to do this from the local authority.

School will also monitor closely children who are registered to start school with us and do not arrive and families who move home to ensure that children re-register and start at a new school after the move.

Any absence of a child that is subject to a child protection plan, or that school have reason to believe may be at risk of harm, must immediately be reported to the Pupil Tracking Officer, Children's Social Care (to the named Social Worker if there is one in place) and/ or to the police if necessary.

Absence Procedures

The contact details for attendance on a day-to-day basis are the main school office on 0121 559 1037 (Option 1) or Mrs E. Adams (attendance@highfields.sandwell.sch.uk)

We monitor and review all pupils' absence, and the reasons that are given, thoroughly.

If a child is absent from school the parent must follow these procedures:

- Contact the school (0121 559 1037) on the first day of absence before 9.20am, when our register closes;
- The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office. Please state your name and relationship to the child, the child's name, class and the reason for their absence. Please be aware that, if you leave a voicemail to report your child's absence, you may receive a call from the school so that we may discuss the absence before making a decision as to whether the absence is to be recorded as authorised;
- Contact the school on every further day of absence, again before 9.20 am;
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested where your child is having multiple periods of absence which are reported as being due to medical reasons. When determining whether a child is too ill to attend school, both parents and school staff can consider the advice contained within the NHS and Sandwell Council Guidance on School Absence and Childhood Illness.

If your child is absent we will:

- Telephone or text you on the first, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us;
- If we are unable to make contact with parents by telephone, we will telephone emergency contact numbers, send letters home and a home visit may be made, in the interests of safeguarding;
- Follow steps laid out in our 'Attendance Monitoring Policy and Processes' document.

If absence continues we will:

- Write to you if your child's attendance is below 95% or causing concern and/or where punctuality is a concern;
- Arrange a meeting so that you may discuss the situation with Mrs Adams, Mrs Lewis, or the Head Teacher, Mrs Garratt, may attend these meetings if required.
- Create a personalised action/support plan, such as an attendance contract, to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child;
- Offer signposting support to other agencies or services, if appropriate;
- Refer the matter to the Local Authority for relevant legal sanctions, if attendance deteriorates following the above actions.

Lateness

Good timekeeping is a vital life skill which will help children as they progress through their school life and out into the wider world. Poor punctuality can lead to irregular school attendance patterns.

Pupils who arrive late can disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher.

The times of the start and close of the school day for all pupils at Highfields Primary School are:

- Gates open: 8.40am
- Registration starts: 8.50am
- Registration closes in classrooms: 8.55am
- End of the school day: 3.20pm

How we manage lateness:

The school day starts at 8.40am when children can begin to come into school;

- Registers are taken at 8.50am;
- Children arriving after 8.55am are required to come into school via the school office.
- Children should be accompanied by a parent/carer who must sign them into our 'Late Book' via Inventry and provide a reason for their lateness, which is recorded.
- At 9.20am the registers will be closed. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site – 'U', but this will not count as a present mark, and it will mean that they have an unauthorised absence;
- The school may contact parents/carers regarding punctuality concerns;
- From time to time a member of school staff will undertake a 'Late Gate' check, greeting late arrivals at the main entrance to the school.

Unauthorised lateness could result in the school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent lateness record, you may be asked to meet with Mrs Adams and Mrs Lewis, but you can approach us at any time if you are having difficulties getting your child to school on time. We expect parents and staff to encourage good punctuality by being good role models to our children.

Attendance Register

The school uses SIMS to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Designated staff members will take the attendance register at the start of each school day and at the start of the afternoon session. The register will record whether pupils are:

- Present
- Absent
- Attending an approved educational visit

The Attendance Support Officer will record on the register any other appropriate coding for a pupils absence. The school will use the national attendance codes to ensure attendance and absences are monitored and recorded in a consistent way. See Annex B.

Records of registers will be kept for 3 years after the date on which the entry is made.

Understanding barriers to attendance

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed.

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

Under the DfE's statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.

See Annex A for summary tables of responsibilities for school attendance.

Local Authority attendance support services

The Schools Attendance Support Service works strategically by offering support to schools, to reduce persistent absence and improve overall attendance.

Parents are expected to work with the school and local authority to address any attendance concerns. Parents should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken in the form of a Penalty Notice (see Annex B for the Sandwell Code of Conduct) or prosecution in the Magistrates Court.

School Attendance and the Law

New legislation was passed, The School Attendance (Pupil Registration) (England) Regulations 2024 which introduced a National Framework in England. By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parents may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

National Framework for Penalty Notices

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10 school week period can span different terms, school years or education settings.

Sanctions may include issuing each parent (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each

parent may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction.

See Annex B for the Sandwell Code of Conduct.

There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation. In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school."

The School Attendance (Pupil Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. The amendments specify that headteachers may not grant any leave of absence during term time unless there are "exceptional circumstances" and they do not have any discretion to authorise up to ten days of absence each academic year.

It is a rule of this school that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child's overall attendance. Only the headteacher or his/her designate (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the prescribed form provided by the school. The school will usually consider that the parent who has made the application is therefore allowing the leave of absence, and also that all parents who are on the holiday are allowing the leave. Where a parent removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is likely that penalty notices will be requested, in line with the National Framework and Sandwell Code of Conduct, in respect of each parent believed to have allowed the absence.

If parents would like to request a leave of absence for an exceptional circumstance the following procedure should be followed:

- Obtain a leave of absence form from the office and complete this fully with as much detail and supporting as evidence as can be provided. (The form must be signed in pen by the parent.)
- Return the form to school at least 2 weeks before the requested absence. (Requests that do not adhere to this time scale will not be considered except in an extenuating circumstance such as a bereavement.)
- Ensure the form is completed by the parents with which the child 'usually resides'. If parents live at different addresses, both of these details need to be included on the form.

Highfields will write back with a decision within 5 working days of receiving the leave of absence form.

<u>Absence data</u>

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education on a daily basis Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024. Persistently and severely absent pupils are tracked and monitored carefully. We also combine this with academic tracking, as increased absence affects attainment.

We share information and work collaboratively with other schools in the area, local authorities, and other partners, when absence is at risk of becoming persistent or severe.

General Data Protection Regulation

The General Data Protection Regulation provides a framework to ensure that personal information is handled properly. Personal information in school is managed in accordance with the requirements of the General Data Protection Regulation (GDPR). For further details of how we manage personal data, please see our privacy notice, which can be found on our school website http://www.highfields.sandwell.sch.uk/our [1]school/3980-privacy-statement.html. School's Data Protection Policy and Records Management Policy can also be found on our website.

This policy should be read in conjunction with:
Highfields Safeguarding and Child Protection Policy, SEND Policy and the Highfields Late Collection Policy.

Annex A: DfE guidance Summary table of responsibilities for school attendance. From 19th August 2024

https://assets.publishing.service.gov.uk/media/65e8ae34364f9a2001aed63a/Summary_table_of_responsibilities_for_school_attendance_applies_from_19_August_2024_.pdf

All pupils

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

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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of persistent absence. Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance. 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. 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.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. 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.

Persistently absent pupils

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

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for persistently absent pupils and: 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. 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.

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.	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. 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. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. 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.

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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. 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. 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. 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.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. Through the work of Virtual School Heads, they should: • 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. • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. • Develop whole system approaches, with social care, to support the attendance of children in need.

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:
Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance. 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.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	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. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school-whenever they live or are educated. • 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. • 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. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Schools regularly update parents on their child's attendance. (If parents feel the school and or local authority have not not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)	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. 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. 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. Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.	DfE Regions Group monitors local authority efforts as part of regular interaction. 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. 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.

Annex B: Attendance Codes (September 2024)

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