



St John's Academy Attendance Policy

Document date: November 2025



Together, pursuing life in all its fullness

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| Version1 School | October 2024 | Sara Henderson Laura Stevenson | |
| Version 2 | November 2025 | Sara Henderson Laura Stevenson | Page 9 – Studybugs changed to MCA Page 10 – Flexi-schooling added to 5.1 Leave of Absence Page 13 – removal of repeated information Page 14 – Flexi-school information added |

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1. Policy and Review

This policy is available on our school website and is available on request from the school office. All parents are informed about the policy when their children join the school and on a regular basis through the newsletter and letters home where relevant.

We recognise the expertise our staff build by managing school attendance daily and we therefore invite staff to contribute to and shape this policy and associated attendance and safeguarding arrangements.

This policy will be reviewed annually or before if there is updated legislation.

2. Introduction/Aim

As an academy in the Diocese of Coventry Multi Academy trust this policy is underpinned by our vision to build a better future for all within our Academies who in turn will positively impact their communities. Together, pursuing 'life in all its fullness' (based on John 10, 10)

At St John's Church of England Academy our vision for our children, families and staff is reflected as:

OUR MISSION STATEMENT

We will provide high quality teaching, learning and reflection from the teachings and values of Christianity to serve our community and beyond.

Matthew 5:16

"Let your light shine before others, that they may see your good deeds and glorify your father in heaven."

OUR PUPIL VISION

I will shine!

At the Diocese of Coventry Multi Academy Trust, we value the attendance of all pupils. There is a strong relationship between good school attendance and achieving positive outcomes for children. It is recognised that attending school regularly can be a protective factor for children and young people. It is important that as a school we offer a safe environment, positive relationships, high quality teaching and learning opportunities to develop social and emotional skills.

[Research](#) commissioned by the Department for Education shows missing school for even a day can mean a child is less likely to achieve good grades, which can have a damaging effect on their life chances. As set out in this policy, we will work with families to identify the reasons for poor attendance and try to resolve any difficulties at the earliest opportunity.

Ensuring that children attend school every day will help achieve this ambition by maximising their education and social achievements as well as developing self-discipline, organisation and preparedness for the work environment. Improving attendance and reducing absence, especially persistent absence is a priority for our school and for the Trust.

Our attendance policy aims to give clear guidance to staff, parents, pupils, and those involved in governance to:

- Support pupil's achievement by establishing the highest possible levels of attendance and punctuality.
- Recognise the key role of all staff in promoting good attendance.
- Provide a clear framework for monitoring and responding to pupil absences.
- Make parents / carers aware of their legal responsibilities and ensure their children have access to the education to which they are entitled.

We recognise that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on safeguarding, prevention of bullying, behaviour, and inclusive learning.

2. Legal Framework

Section 7 of the Education Act states that parents must ensure that children of compulsory school age receive 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 school or by education otherwise than at 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. A child is of compulsory school age at the beginning of the term following their 5th birthday. A child ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16.

The government expects all schools and local authorities to:

- Promote good attendance and reduce absence, including persistent absence.
- Ensure every pupil has access to full-time education to which they are entitled.
- and act early to address patterns of absence.

Parents are expected to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly.

In accordance with the Education Act, we will work with parents and carers and the Local Authority to ensure that parents are supported to secure education for children of compulsory school age. Where required, we will formalise support and where necessary, work with the LA to use legal measures.

A "Parent" is defined as:

- Any natural parent, whether married or not
- Any parent who, although not a natural parent, has parental responsibility as defined in the Children Act for a child or young person.
- Any person who, although not a natural parent, has care of a child or young person.

3. Attendance Objectives

Our school attendance policy:

- Is easy to understand by pupils, parents and staff
- Is clear and consistently applied, transparent and fair
- Considers the individual needs of pupils and their families
- Is easy to find so that the whole school community is aware of our attendance expectations
- Includes the contact details of key staff to make it easy for parents to get in touch
- Is reviewed by staff regularly and involves pupils and parents because school attendance matters to everyone
- Is followed in accordance with the procedures in the flowchart below

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.

4. Roles and Responsibilities

At the Diocese of Coventry Multi Academy Trust, we believe that school attendance matters to everyone. School attendance is a shared responsibility by those involved in governance, all school staff, parents, pupils, and the wider school community.

Key staff with responsibility for the management of attendance are:

| Role | Name | Contact details |
|--|----------------|--|
| Senior Attendance Lead | Sara Henderson | Sara.henderson@stjohns.covmat.org |
| Attendance Officer | Kate Louth | kate.louth@coventry.gov.uk |
| Named Academy Governance Committee Member for Attendance | Rory McIntosh | Rory.mcintosh@stjohns.covmat.org |
| Named Trust attendance lead | Leah Baddeley | Leah.Baddeley@covmat.org |

The Diocese of Coventry Multi Academy trust board will:

- Have a named attendance lead for the trust who will report on attendance across the trust to the board.
- Provide termly network meetings to share good practice and provide support for one another.

The Academy Governance Committee recognises the importance of school attendance and promotes it across the school's ethos and policies. They take an active role in attendance improvement by:

- Supporting the school to prioritise attendance, and work together with leaders to set whole school cultures.
- Ensuring school leaders fulfil expectations and statutory duties.
- Ensuring school staff receive training on school attendance.
- Use data to understand patterns of attendance, identifying areas of progress and where greater focus is needed.
- Regularly reviewing attendance data and help school leaders focus support on the pupils who need it.
- Designating a member of staff to have responsibility for the promotion of the education 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.

The school will:

- 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 high 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.
- 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.
- Signpost and support access to any required services where out of school barriers are identified and act as lead practitioner if attendance is the only issue and/or threshold for formal early help is not met.
- Take an active part in the multi-agency effort with the Local Authority and other partners and if the case meets threshold for formal early help/family support, including conducting an early help assessment and acting as 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.
- Put additional targeted support in place to remove any barriers where absence becomes persistent.
- Hold more formal conversations with parents and be clear about the potential need for legal intervention in future where there is a lack of engagement.
- Work with the Local Authority on legal intervention where support is not working, being engaged with or appropriate.
- Intensify support through a referral to statutory children's social care where there are safeguarding concerns.
- Work with other schools in the local area, such as schools previously attended and the schools of any siblings.
- Agree a joint approach for all severely absent pupils with the Local Authority.
- 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.
- Maintain the same ambition for attendance and work with pupils with SEND and/or medical conditions and their 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 for children with SEND and medical conditions.
- Regularly monitor data for children with SEND and medical conditions, including at board and governing body meetings and with local authorities.
- Know who the pupils who have, or who have had a social worker are.
- Understand how the welfare, safeguarding, and child protection issues these pupils are experience, or have experience, can have an impact on attendance – whilst maintaining a culture of high aspiration.
- Provide additional academic support and make reasonable adjustments to help pupils who have a social worker, recognizing that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.
- Informing the pupil's social worker if there are any unexplained absences.
- Work in partnership with 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 including discussion on the use of Pupil Premium Plus for previously looked after pupils.

The school requests that parents:

- 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) by 9.30am on each day of absence providing the reason for absence and when their pupil will be returning to our academy. This can be done on the My Child At School (MCAS) or by phoning the academy and leaving a message.
- Only request leave of absence in exceptional circumstances and do so in advance.
- Book any medical appointments around the school day where possible.
- Work with the school and Local Authority to help them understand the child's barriers to attendance.
- Proactively engage with the support offered to prevent the need for more formal support.
- Proactively engage with the formal support offered – including parenting contract or voluntary early help plan to prevent the need for legal intervention.

Pupils/Students will:

- Be aware of the school's attendance policy and when and where they are required to attend. This will be communicated to them by school staff, parents and through the school timetable.
- Speak to their class teacher/tutor or another member of staff if they are experiencing difficulties at school or at home which may impact on their attendance.
- Attend all lessons ready to learn, with the appropriate learning tools requested and on time for the class.
- Bring a note of explanation from their parents or guardians to explain an absence that has happened or is foreseen.
- Follow the school procedure if they arrive late. This will help the school to monitor attendance and keep accurate records for the child's individual attendance. This is also vital for health and safety in the event of a school evacuation.

5. Recording Absence and Attendance

When marking our registers, we will apply the national codes as outlined and regulated by the Department of Education guidance to accurately record and report attendance. Attendance codes are included in Appendix 6.

5.1 Leave of Absence

The Head can grant a leave of absence when a pupil needs to be absent from school with permission. The Head will restrict leaves of absence to the specific circumstance set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations. These circumstances are:

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

The Head can also allow pupils to be absent from the school site for certain educational activities or to attend other schools or settings.

*The Head will consider a leave of absence for other exceptional circumstances at their discretion. This must be requested in advance by a parent who the pupil normally lives with. The Head will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, the Head will determine the length of time the pupil can be away from school.

Generally, the DfE does not consider a need or desire for a holiday or leave of absence for the purposes of leisure or recreation to be an exceptional circumstance.

All absences associated with a family holiday (without exceptional circumstances) during term time will be marked as unauthorised on the register. Any parents known to have removed their child from school for the sole purpose of a holiday may be referred to the Local Authority by the Head and be issued with a fixed penalty notice.

A penalty notice request may be submitted to the Local Authority by the Head when:

- The parent fails to submit a leave of absence request in advance of taking the leave.
- An application for a leave of absence is not authorised by the Head but is still taken.
- A longer period is taken more than the agreed number of days.

When absence is granted by the Head, the parent will need to agree a date of return. If a pupil fails to return on the expected date and contact is not received from, or made with the parents, school will seek advice from the Local Authority. This could result in a possible children missing from education procedure being instigated.

5.2 Medical Appointments and Absence Due to Illness

Parents should try to make appointments outside of school hours wherever possible. Where appointments during school time are unavoidable, we ask that parent notifies the school in advance of the appointment wherever possible. The pupil should only be out of school for the minimum amount of time necessary for the appointment. In most circumstances, a child should not miss a whole day at school for an appointment. If a pupil must attend a medical appointment during the school day, they must be collected by a parent or named adult organised in advance. No pupil will be allowed to leave the school site without parental confirmation.

In most cases, absences for illness which are reported following the school's absence reporting procedures will be authorised without the need for parents to supply medical evidence unnecessarily. In line with Department for Education guidance, if we do have a genuine concern about the authenticity of the illness, we may ask the parent to provide medical evidence, such as a prescription, appointment card, or other appropriate form of evidence. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.

5.3 Pupil Absence for the purposes of Religious Observance

The school acknowledges the multi-faith nature of British society and recognises that, on some occasions, religious festivals may fall outside school holiday periods or weekends and is recognised as such by a relevant religious authority. Where this occurs, the school will consider either authorising the pupil absence or making special leave for religious observance. Parents are requested to give advance notice to the school.

5.4 Unauthorised Absence

Absence will not be authorised unless parents have provided a satisfactory explanation, and it is accepted as such by the school. The decision to authorise absences is at the discretion of the Head. Examples of unsatisfactory explanations include but are not limited to:

- a pupil's/family member's birthday
- closure of a sibling's school for INSET (or other) purposes,
- refusal to attend school on health grounds but where the pupil is considered well enough to attend' holidays taken without the authorisation of the school.

5.5 Traveller Pupils

Traveller pupils travelling for occupational purposes covers Roma, English and Welsh Travellers, Irish and Scottish Travellers, Circus workers, 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 Head but it is not known whether the pupil is attending educational provision.

6. Our Procedures

6.1 Register Keeping and Recording

The School Attendance (Pupil Registration) (England) Regulations, require schools to take an attendance register at the beginning of each morning session and once during each afternoon session.

On each occasion the register is taken the appropriate national attendance and absence code must be entered for every pupil (of both compulsory and non-compulsory school age) whose name is listed on the admission register at the time.

6.2 Late Arrival at School

All pupils are expected to arrive on time for every day of the school year. The school day begins at 9.00am. We advise all parents to ensure their child is on site prior to this and gates open at 8.45am to allow for a soft start to the day. The school register will be taken between 9.00-9.10am. All pupils arriving after this 9am are required to report to the main office with their parents as the gates will be closed. If their arrival is before 9.30am it will be recorded as late - L code (Late before the close of register).

The school register will officially close at 9.30am. All pupils arriving on or after this time will be marked as having an unauthorised absence for the morning session - U code (Late after the close of register). This is categorised as an unauthorised absence for the session. Parents will be contacted to discuss any patterns of late arrival. Repeated arrival after the close of registration will result in appropriate interventions being instigated and may also result in a penalty notice being issued or prosecution.

Please note: L or U codes will be used if a pupil arrives after the close of the afternoon register for the PM session.

6.3 Expected Absence Procedure for Parents

A parent has a legal responsibility to ensure that their child attends school regularly. If a child is unavoidably absent from school parents are expected to contact school by telephone call on the morning of the first day of absence and on each subsequent day, identifying the reason for absence and the expected date of return. If no contact is received, then absence protocols will be instigated.

If a child is absent, the following actions will be initiated by the school:

- The first day calling procedures will be activated for all pupils who are not in school after close of register at 10.00am and where no reason for absence is known.
- If there is still no contact made from the pupil's parents, a further telephone call home will be made again that morning. If no response can be gained, the child's named emergency contact will be telephoned.
- If school cannot contact a parent and are concerned about a pupil, a home visit may be carried out.
- School will telephone home if a pupil leaves the school without permission. The Police may also be called.

In certain circumstances the school may also:

- Visit the home of the pupil.
- Write to the parents of a pupil to highlight attendance or punctuality issues.
- Invite parents to discuss how school can support the family to make improvement.

- Discuss the pupil at the termly Targeted Support Meetings to seek advice and guidance on additional support strategies.
- Refer to Early Help and/or other external agencies to offer support, guidance, and advice.
- Refer to the Local Authority for joint enquiries to be made to establish the whereabouts of the child through Children Missing Education procedures.
- Refer to the Local Authority to consider issuing a penalty notice or to consider prosecution when all other interventions have failed, or an unauthorised leave of absence has been taken.

6.4 Rewards and Interventions

We aim for attendance to be as high as possible and monitor this closely. We will also share information regarding individual attendance at Termly Learning Conferences (parents' evenings) in October and February as well as on end of school year reports. Attendance will also be shared at the end of the Autumn term, Spring term and the end of the first half of the Summer term using the attendance ladder system (see appendix 1). They will also receive information on lost learning as a result of poor attendance and where improvements have been made these will be celebrated. We will celebrate good and improving attendance termly as well as praising punctuality. We monitor attendance data closely at St John's. Data on attendance is collected and analysed half termly. Where a pupil's attendance falls below 90% we will contact parents and offer support. This maybe a phone call, a face-to-face meeting and may lead to us offering Early Help to facilitate support. The staged process below highlights this in more detail.

Stage 1: Prevention

Criteria: Attendance is between 91% and 100%

Pupils who have attendance between 91% and 100% will receive support from school and other universal services they may be accessing i.e., GP

Stage 2: Early Intervention

Criteria: Attendance is between 81% and 90%

Pupils who have attendance between 81% and 90% may require support from other services outside of school and universal services at stage 1.

Stage 3: Targeted Support

Criteria: Attendance is below 80%

Pupils who have attendance below 80% may require multi-agency support in addition to that provided at stage 2.

7. Tailored Support

The school recognises that poor attendance can be an indication of difficulties in a family's life. This may be related to problems at home and or in school. Parents are encouraged to inform school of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement, divorce/separation, emerging health concerns. This will help the school identify any additional support that may be required.

At St John's we work closely with families to support with attendance and punctuality, acknowledging the importance of both on children's academic, social and emotional wellbeing. We also recognise that some pupils are more likely to require additional support to attain good attendance. The school will implement a range of strategies to support improved attendance based on the individual needs and circumstances of the child.

Strategies we may use to support you include:

A meeting may take place with the SENDCO regarding attendance or lateness to offer support and consider ways in which attendance or lateness can be improved for specific children.

Signposting of parents to our school website which provides information and advice for parents on support attendance. <https://www.stjohns.covmat.org/attendance/>

Where difficulties persist and to plan the correct support, we will always invite parents and pupils to attend a meeting to discuss the concerns and devise a plan to support the child's regular attendance. Support offered will be child centred and planned in discussion and agreement with both parents and pupils. This may include a referral to Early Help or a Parenting Contract.

8. Flexi-schooling

Flexi-schooling is an arrangement where a child attends school part-time and is educated at home for the rest of their learning, ensuring they receive their entitlement to the full National Curriculum. It is a legal option but not a legal right, and schools are not obliged to accept such arrangements if requested by parents. The decision to accept flexi-schooling is at the discretion of the Headteacher, and there is no pre-determined model for the amounts of time given to either of the settings. Flexi-schooling is full time and differs from staged reintegration and part-time timetables attendance arrangements. Schools and parents must work together to ensure that the child receives a broad and balanced education.

Written Agreements with Parents/Carers

A written and signed agreement must be formulated between the academy and parents/carers in order to make expectations clear for all concerned. The agreement will be formalised by the agreement and will include:

- The normal expected pattern of attendance at school - this will be monitored by the school in line with the whole school attendance policy
- The length of time the agreement is to run before being reviewed: agreements will be reviewed termly with parents and SLT
- What flexibility there will be regarding special events which fall outside of the normal arrangement such as, but not limited to, assemblies, school trips, school productions or performances, sports events, visitors to the school

- How the register will be marked. Parents/carers must contact the school if the child is absent from a session that they would normally be present at school or at approved educational activity
- How the academy will follow up any unexpected or unexplained absence as it would for other pupils.
- What the arrangement will be at times of the child's assessments.
- Arrangements for regular planning and review meetings between parent/carer, school, EHE Advisor and any other relevant professionals (e.g. Social Worker, SEN, Health) to ensure the child achieves their potential and to promote good home/school relationships. Each review will also collect the voice of the child/young person
- Safeguarding and wellbeing of the child will be reviewed throughout the arrangement
- If parents/carers use a private tutor, they remain responsible for the welfare and education of their child/young person. It is recommended that parents/carers check the tutor's identity and qualifications, take up appropriate references and ensure that the tutor has a recent Disclosure and Barring Service (DBS) disclosure certificate that they are satisfied with. We advise parents/carers to monitor the teaching and learning and the progress their child makes
- Any perceived special educational needs and associated provision
- Under what circumstances and with what notice either party can withdraw from the arrangement procedure for when a child is flexi-schooled.

9. Persistent Absence and the use of legal interventions

A pupil becomes a 'persistent absentee' (PA) when their attendance drops to 90% and below for any reason over a full academic year this would be 19 or more days during the academic year. This is roughly equivalent to your child missing 1 day or more every 2 weeks or around 6 days each term.

The attendance of all pupils at our school are monitored to identify children who are PA, or are on track to becoming PA. Where emerging concerns are identified we will instigate appropriate and timely interventions as outlined in the section above. Referrals may also be made to external agencies for targeted support.

If parents fail to engage with support and their child continues to have unsatisfactory attendance/ punctuality, a request may be made to the Local Authority to pursue legal proceedings either through a penalty notice or prosecution in the Magistrates' Court.

Parents found guilty in a Magistrates' Court of failing to secure their child's regular attendance at school under the provisions of the Education Act, will receive a criminal record and a maximum penalty of a £1000 fine under a Section 444 (1) offence or a £2500 fine or up to a 3-month prison sentence, under a Section 444 (1a) offence.

9.1 Penalty Notices

Penalty notices will be issued by the Head to parents or carers if your children are absent from school. Penalty notices will be issued in line with the National Framework for Penalty Notices.

The threshold is 10 sessions (equivalent to 5 school days) for any unauthorised absence within a rolling 10 school week period. The 10-week period may span different terms or school years.

The school will prioritise a 'support first' approach offering support to families in cases where it is appropriate. Penalty notices can still be issued where support is not appropriate, such as leave of absence in term time or when support has not been engaged with.

Penalty Notices will be issued by post to your home address to each parent or carer by the Local Authority at the request of the Head. The Penalty Notice is:

- £80 for each of your children if paid in full within 21 days.
- £160 if paid in full after 21 days but within 28 days.

If a second penalty notice is issued to the same parent within a rolling 3-year period, the notice will be charged at the higher rate of £160 with no option for this second offence to be discharged at the lower rate of £80.

A national limit of 2 penalty notices that can be issued to a parent of the same child within a rolling 3-year period has been set within the National Framework, so at the 3rd (or subsequent) offence(s) a prosecution will be considered.

Children Missing from Education (CME)

We have due regard to our statutory duty to safeguard pupils from CME. We follow the Local Authority's processes for reporting pupils missing from education.

The DfE guide can be found here (August 2024):

https://assets.publishing.service.gov.uk/media/66bf57a4dcb0757928e5bd39/Children_missing_education_guidance_-_August_2024.pdf

See appendix 3 Grounds for deleting a pupil from the school's admissions register

10. Staged Reintegration/Part-time Timetables

All children of compulsory school age are entitled to receive a suitable full-time education and the school and Local Authority have a statutory duty to ensure that all children in the area receive such an education. In very exceptional circumstances, we may decide to implement a temporary, part-time timetable to meet a pupil's individual needs and only where it is safe to do so.

We will not use a part-time timetable to manage a pupil's behaviour. A part-time timetable will not be treated as a long-term solution and will have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision where applicable. We will never put a part-time timetable in place without written agreement from parent/carer and/or other professionals working with the family as appropriate. This intervention will only be used as part of a comprehensive package of support for the pupil; it will be reviewed regularly in partnership with the child, parent and any other relevant professionals working with the family.

We will notify the Attendance and Children Missing Education Team of all part-time timetables as soon as a plan has been agreed and use the appropriate attendance code to record this within our admission register.

11. Related Policies

To underpin the values and ethos of our school and our intent to ensure that pupils at our school attend school regularly and reach their full potential the following policies are integral to this approach:

- Safeguarding and Child Protection Policy
- Medication Policy and Management Procedure
- Admissions Policy
- Behaviour Policy (includes anti-bullying)
- Suspension and Permanent Exclusions Policy
- SEND Policy

12. Statutory Framework

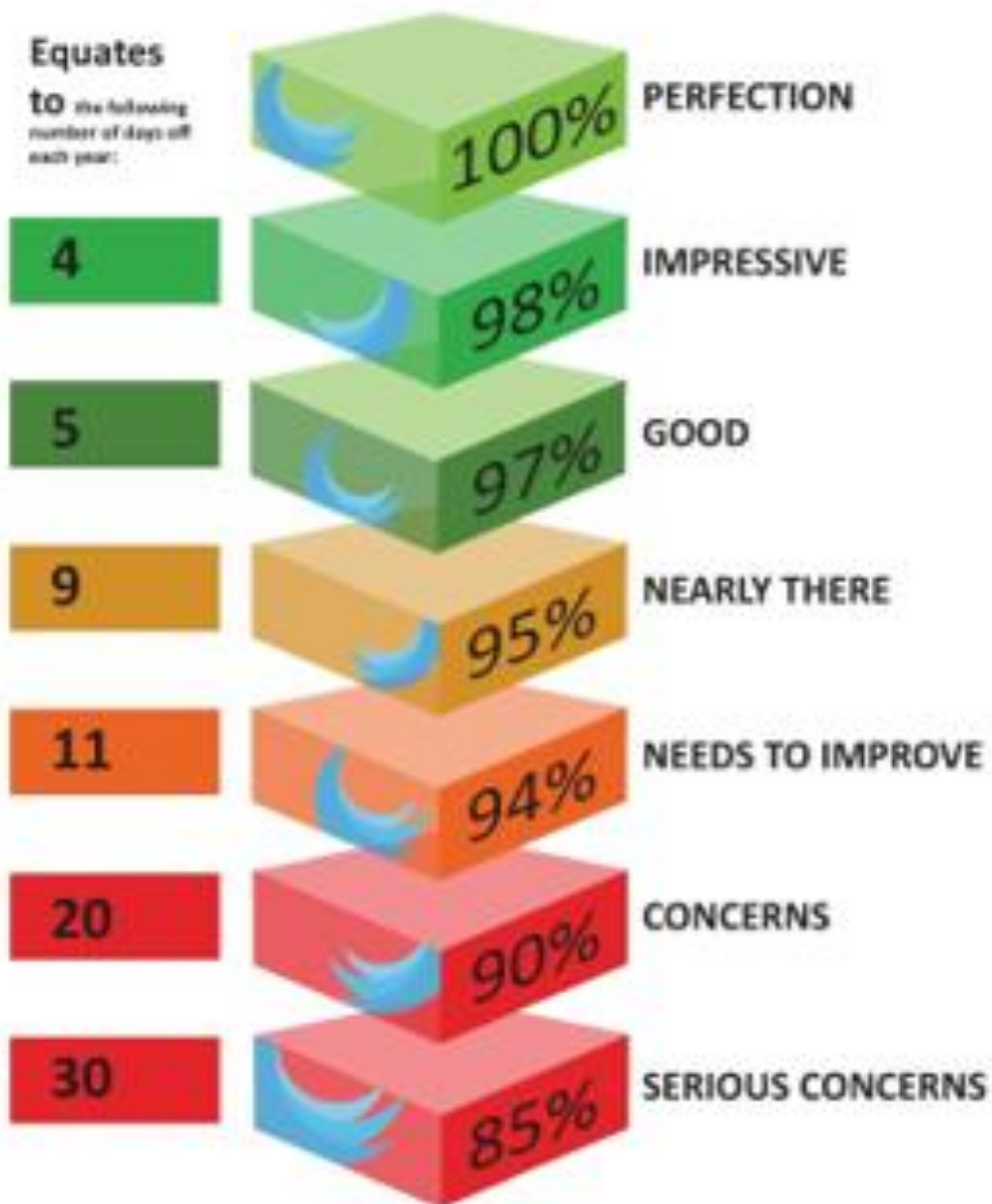
This policy has been devised in accordance with the following legislation and guidance:

- [Working together to improve school attendance](#)
- [School attendance parental responsibility measures](#)
- [Children missing education](#)
- [Keeping children safe in education](#)
- [Working together to safeguard children](#)

13. Appendices

Appendix 1 - Poster Used in School

ATTENDANCE



Appendix 2 – Form – Removing Pupils from Roll

Guidance for Removing Pupils from Roll – deletion of names from the admissions:
[Working together to improve school attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/working-together-to-improve-school-attendance)

The form itself is available from:
Information Hub/Form, Policies and Templates/Safeguarding

Appendix 3 - Grounds for Deleting a Pupil for the School Admission Register

Please use the link below for a full explanation of the regulations.

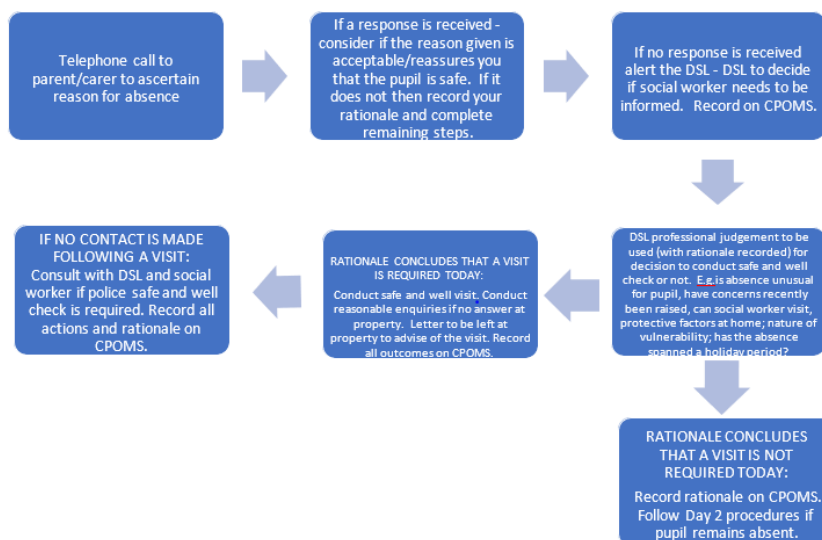
[Children missing education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

| | <u>Grounds for deleting a pupil from school admission register</u> |
|---|--|
| A | The pupil has been registered at another school |
| B | The pupil has not continued at the school following completion of nursery education |
| C | The pupil is also registered at one or more other schools and the other schools have agreed deletion |
| D | The pupil has a school attendance order which has been changed to name another school |
| E | The pupil had a school attendance order which has been revoked |
| F | The parent of a pupil has notified the school in writing that the pupil will be leaving the school to be educated otherwise than in school |
| G | The pupil no longer normally lives a reasonable distance from the school |
| H | The pupil has not returned following a leave of absence |
| I | The pupil has been continually absent from school for 20 school days |
| J | The pupil is detained under a sentence of detention |
| K | The pupil has died |
| L | The pupil will be over compulsory school age and will not continue into sixth form |
| M | The pupil is a boarder at a school maintained by a Local Authority or academy and their boarding fees have not been paid |
| N | The pupil has ceased to be a pupil at an independent school or non-maintained special school |
| O | The pupil has been permanently excluded from the school |

Appendix 4 – Safe and Well Home Visits Flowchart

Families with Assigned Social Workers

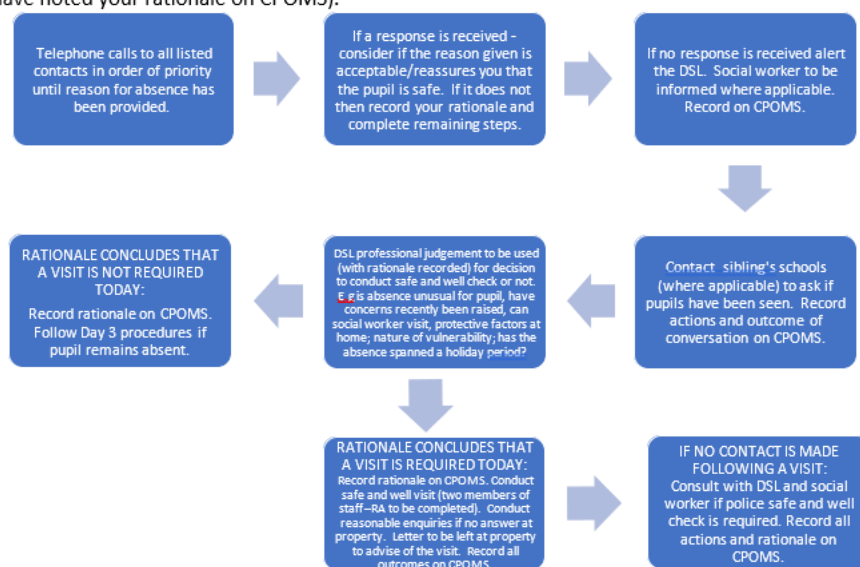
DAY 1: Pupil is absent and no reason has been provided. They are included on the regularly updated vulnerable list.



NOTE – A safe and well check should always be conducted within three days of a pupil absence with no contact from home. Professional judgement should be used to determine if a home visit is required, and how quickly, even if contact from parent/carer is made where there are known vulnerabilities. Where contact is not made or the reason given for absence is a cause for concern, the DSL/Attendance Officer should record clear rationale for the decision to conduct a home visit or not on that day. Outcomes of home visits must always be recorded on CPOMS along with information regarding to referrals to other appropriate agencies made where no contact is made with the pupil. DSLs and Attendance Officers should have due regard to the Chadrack SCR which underlines the importance of adopting a safeguarding first approach and actively consider the wider context of a child's life. Contextualised professional curiosity can enhance our collective ability to safeguard and protect the young and vulnerable. <https://www.chscp.org.uk/wp-content/uploads/2018/03/CHSCB-Local-Review-Chadrack-Report-FINAL.pdf>

Appendix 5 – Families with Assigned Social Worker Flowchart

DAY 2: A safe and well check was not conducted on Day 1. Pupil is still absent and no reason has been provided (or you remain concerned and have noted your rationale on CPOMS).



NOTE – A safe and well check should always be conducted within three days of a pupil absence with no contact from home. Professional judgement should be used to determine if a home visit is required, and how quickly, even if contact from parent/carer is made where there are known vulnerabilities. Where contact is not made or the reason given for absence is a cause for concern, the DSL/Attendance Officer should record clear rationale for the decision to conduct a home visit or not on that day. Outcomes of home visits must always be recorded on CPOMS along with information regarding to referrals to other appropriate agencies made where no contact is made with the pupil. DSLs and Attendance Officers should have due regard to the Chadrack SCR which underlines the importance of adopting a safeguarding first approach and actively consider the wider context of a child's life. Contextualised professional curiosity can enhance our collective ability to safeguard and protect the young and vulnerable. <https://www.chscp.org.uk/wp-content/uploads/2018/03/CHSCB-Local-Review-Chadrack-Report-FINAL.pdf>

Appendix 6 - Attendance Codes

| 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 |