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Attendance Policy

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Mission Statement

All members of our school community have the highest expectations for every student, supporting them to become lifelong learners and good citizens ready to contribute positively to the wider, diverse community. We, in partnership with families will strive to build ambition in each and every student by creating high quality learning opportunities – both inside and outside of the classroom – to develop knowledge, skills and good habits necessary to succeed in a technologically advanced world.

Values Statements

Teamwork – we expect all members of our community to work together, value the contribution of others and contribute positively to all aspects of school life.

Respect – all members of our community will be tolerant of others, treating them with care and dignity, taking pride in the school and setting high standards for themselves.

Ambition – In everything we do, we have the highest expectations for ourselves and others

Community – Together, through sharing a common purpose, we build a strong sense of belonging and contribute positively to the lives of others.

Knowledge – We have an unswerving commitment to the pursuit of lifelong learning for all as the route to personal development and improved quality of life.

Contents

1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the statutory guidance on [Working together to improve school attendance](#) from the Department for Education (DfE). We aim to achieve this through our whole-school culture and ethos that values good attendance, which includes:

> Setting high expectations for the attendance and punctuality of all pupils

> Promoting good attendance and the benefits of good attendance

> Reducing absence, including persistent and severe absence

> Ensuring every pupil has access to the full-time education to which they are entitled

> Acting early to address patterns of absence

> Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the DfE's statutory guidance on [Working together to improve school attendance](#) and [School attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

> Part 6 of the [Education Act 1996](#)

> Maintained school: Part 3 of the Education Act 2002 https://www.legislation.gov.uk/ukpga/2002/32/contents

> Part 7 of the [Education and Inspections Act 2006](#)

> [The School Attendance (Pupil Registration) (England) Regulations 2024](#)

> [The Education (Penalty Notices) (England) (Amendment) Regulations 2013](#)

> The [Equality Act 2010](#)

It also refers to:

> [School census guidance](#)

> [Keeping Children Safe in Education](#)

> [Mental health issues affecting a pupil's attendance: guidance for schools](#)

> [Ofsted's 2025 framework toolkit](#)

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/carers

> Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, 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:

> The implementation of this policy at the school

> Monitoring school-level absence data and reporting it to governors

> Supporting staff with monitoring the attendance of individual pupils

> Monitoring the impact of any implemented attendance strategies

> Issuing penalty notices, where necessary, and/or authorising the deputy headteacher to be able to do so

> Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers

> Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs

> Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels

> Sharing information from the school register with the local authority, including:

- Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
- Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
- Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

> Leading, championing and improving attendance across the school

> Setting a clear vision for improving and maintaining good attendance

> Evaluating and monitoring expectations and processes

> Having a strong grasp of absence data and oversight of absence data analysis

> Regularly monitoring and evaluating progress in attendance

> Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff

> Liaising with pupils, parents/carers and external agencies, where needed

> Building close and productive relationships with parents/carers 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

The designated senior leader responsible for attendance is Mrs Cheryl Danher and can be contacted at the school on 0151 638 8131

3.4 The attendance officer

The school attendance officer is responsible for:

> Monitoring and analysing attendance data (see section 9)

> Benchmarking attendance data to identify areas of focus for improvement

> Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher

> Working with education welfare officers to tackle persistent absence

> Advising the headteacher and deputy headteacher (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Mrs Sandy Kennedy and can be contacted via 0151 638 8131 ext 102

3.5 Class Teachers & Form Tutors

Class teachers/form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1).

3.6 School admin staff

School admin staff will:

> Take calls from parents/carers about absence on a day-to-day basis and record it on the school system

> Transfer calls from parents/carers to the relevant member of staff from within the pastoral teams where appropriate, in order to provide them with more detailed support on attendance

3.7 Parents

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

> All natural parents, whether they are married or not

> All those who have parental responsibility for a child or young person

> Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

> Make sure their child attends everyday on time

> Call 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

> Keep to any attendance contracts that they make with the school and/or local authority

> Seek support, where necessary, for maintaining good attendance, by contacting a member of your son's House Office or the Attendance Officer who can be contacted via attendance@mosslands.wirral.sch.uk or 0151 638 8131, option 1.

3.8 Pupils

Pupils are expected to:

> Attend school every day, on time

> Attend every timetabled session, on time

> Pupils in Sixth Form should call or text the sixth form mobile number to report their absence before 8.30am on the day of the absence and each subsequent day of absence.

4. Recording attendance

4.1 Attendance register

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

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

> Present

> Attending a place other than school

> Absent

> Absent – unable to attend due to unavoidable causes

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

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

The school day starts at 8.45am and ends at 3.20pm

Pupils must arrive in school by 8.40am on each school day.

The register for the first session will be taken at 8.45am and will be kept open until 9.15am. The register for the second session will be taken at 2.30pm and will be kept open until 3.00pm.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8.45am, or as soon as practically possible, by calling the school attendance line on 0151 638 8131, option 1.

Alternatively, you can email attendance@mosslands.wirral.sch.uk. Please do not use the admin@mosslands email or the contact school option on the My Child at School app as these do not go directly to attendance, and you may still get a truancy call. It is our duty to keep your child safe, so if you do not inform us, you will receive a truancy call. You will receive 6 further calls until you respond. The number which will display as an incoming call is a Sheffield number, 0114 303 4042.

If a student arrives at school after **9:15 AM,** when the registers officially close, their late arrival is recorded as a **U code.** This code means the child is present on site, but too late to receive a present mark — and as such, it is recorded as an **unauthorised absence.**

Please be aware that repeated U codes can lead to further action, as they affect your child's overall attendance percentage and may be subject to monitoring.

We understand that occasional lateness can happen for a variety of reasons. If you are experiencing difficulties that are impacting punctuality, please don't hesitate to contact us so we can work together to support you.

Thank you for your understanding and continued support in ensuring your child attends school on time every day.

Please be advised that if a student is absent from school for two unauthorised consecutive days then a member of the pastoral team will contact home via telephone and after three unauthorised consecutive days, a member of staff will carry out a home visit to check that everything is okay, even if a phone call has already been received from a parent or carer.

This is part of our commitment to safeguarding and ensuring the wellbeing of all our students. We appreciate your understanding and support in this matter.

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

The school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment.

However, we 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.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. See section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:

> Before the register has closed (between 8.45am and 9.15am) will be marked as late, using the appropriate code; L

If a student arrives at school after **9:15 AM,** when the registers officially close, their late arrival is recorded as a **U code.** This code means the child is present on site, but too late to receive a present mark — and as such, it is recorded as an **unauthorised absence.**

Please be aware that repeated U codes can lead to further action, as they affect your child's overall attendance percentage and may be subject to monitoring.

4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

> Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may send a member of staff out to visit your home.

> Identify whether the absence is approved or not

> Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent

> Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary

> Please be advised that if a student is absent from school for two unauthorised consecutive days then a member of the pastoral team will contact home via telephone and after three unauthorised consecutive days, a member of staff will carry out a home visit to check that everything is okay, even if a phone call has already been received from a parent or carer.

> Where relevant, report the unexplained absence to the pupil's social worker and/or youth offending team officer

> Where appropriate, offer support to the pupil and/or their parents to improve attendance

> Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

> Where support is not appropriate, not successful, or not engaged with we will invite parents into school for an attendance support meeting. If parents do not attend, we will hold a meeting with your son/ward during the school day, issue a notice to improve, penalty notice or other legal intervention (see section 7 below), as appropriate.

4.6 Reporting to parents

The school will regularly inform parents (see the definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels via school reports. Parents can also access their son/ward's attendance data using the MCAS app.

5. Authorised absence

5.1 Approval for term-time absence

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

> Taking part in a regulated performance, or regulated employment abroad

> Attending an interview for employment or for admission to another educational institution

> Study leave

> A temporary, time-limited part-time timetable

> Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as rare and unexpected circumstances which are unlikely to reoccur. Examples include:

Medical emergencies,

Family emergencies or extenuating circumstances.

Leave of absence will not be granted for a pupil to take part in a protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence. The headteacher may require evidence to support any request for leave of absence.

5.2 Other reasons for authorised absence

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

> Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)

> Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart for religious observance

> Parent(s) travelling for occupational purposes – a pupil is a mobile child if their parent is travelling in the course of their trade or business and the pupil is travelling with them. In these circumstances a pupil will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place

> If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

5.3 Absences from the school site (which are not classified as absences)

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons include (but are not limited to):

> Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school

> Attending another school at which the pupil is also registered (dual registration)

> Attending provision arranged by the local authority

> Attending work experience

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

6. Strategies for promoting attendance

We want our pupils to succeed and develop their skills. To do this, pupils need to avoid missing lessons and days of school as much as possible. As a school, we want to reward high attendance and not just penalise pupils for poor attendance.

Some of the strategies we will use for rewarding, incentivising and improving school attendance include:

> Celebration assemblies

> Displays

> Competitions

> Analysing data and identifying pupils with improved attendance

Our A2E: Lead Professional is responsible for analysing the data and implementing the strategies.

7. Supporting pupils with poor attendance

Our school will make use of the full range of support and potential sanctions – including, but not limited to, those listed

7.2 Education supervision order

In cases where voluntary early help plans have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but **not** criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

7.3 Notice 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.

A notice 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.

It 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, or prosecution considered, 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

7.4 Penalty notices

The headteacher (or a deputy or assistant headteacher, authorised by the headteacher), 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, we will check with the local authority before doing so, and send the local authority a copy of any penalty notice issued.

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

> Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)

> Whether a penalty notice is the best available tool to improve attendance for that pupil

> Whether further support, a notice to improve or another legal intervention would be a more appropriate solution

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

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

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

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

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

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

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

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

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

If the school becomes aware of barriers that relate to the pupil's needs, we will contact the LA Inclusion Team and seek advice about appropriate strategies that can be used to support any pupils with complex barriers to attendance.

8.2 Pupils absent due to mental or physical ill health

The school recognises its duty under education and safeguarding legislation to ensure that all pupils receive a full-time education suitable to their age, ability, aptitude, and any special educational needs, while also acknowledging that some pupils may be unable to attend school due to mental or physical ill health.

In line with the **Department for Education's Working Together to Improve School Attendance** guidance, the school adopts a **supportive and collaborative approach** where absence is linked to health needs.

Our Approach

Where a pupil's attendance is affected by mental or physical ill health, the school will work with the pupil, their family, and relevant professionals to understand barriers to attendance and put appropriate support in place. We recognise that **poor attendance may be a symptom of wider unmet need** and will respond accordingly.

We aim to maintain pupils' access to education wherever possible and to support a **gradual and sustainable return to full-time attendance**, informed by medical advice when appropriate.

Working with Families

The school works in partnership with parents and carers, recognising their key role in supporting both attendance and wellbeing. This includes:

- Early contact and ongoing communication where attendance concerns arise
- A named school contact to coordinate support
- Opportunities for parents/carers and pupils to share views and concerns
- Requests for medical evidence only where it is necessary and proportionate
- Joint planning for return to school following periods of absence

Where appropriate, and with parental consent, the school will liaise with external agencies such as health professionals, the local authority, and other relevant services to support the pupil's reintegration.

Adjustments and Support Measures

In accordance with DfE guidance, the school may implement **reasonable adjustments** and short-term measures to support pupils whose health impacts attendance. These may include:

- Phased returns or reduced timetables as a temporary measure
- Adjustments to the school day, workload, or expectations
- Flexibility around uniform or participation where required
- Targeted pastoral support
- Adjustments to the learning environment

Reduced or part-time timetables will only be used where they are in the pupil's best interests and will be **reviewed regularly**, with the intention of returning the pupil to full-time education as soon as possible.

Additional Support and Safeguarding

The school will consider additional support where absence is prolonged or persistent, including:

- Pastoral and wellbeing support
- Mental health or SEND support where appropriate
- Individual attendance or reintegration plans
- Academic support to address missed learning

Where a pupil's absence raises safeguarding concerns, the school will follow its safeguarding procedures and, if necessary, make referrals to external agencies.

8.3 Pupils absent due to other barriers to attendance

The school recognises that some pupils may face additional barriers to regular attendance. In line with the Department for Education's *Working Together to Improve School Attendance* guidance and the SEND Code of Practice, we take an individualised, supportive, and proactive approach to identifying and addressing these barriers.

Pupils with Special Educational Needs and/or Disabilities (SEND)

Where attendance concerns arise for a pupil with SEND, the school will:

- Work in partnership with parents and carers to understand the pupil's needs and any factors affecting attendance
- Review the pupil's SEN support plan or provision to determine whether additional or different support is required
- Make reasonable adjustments to enable access to education, including pastoral support, adaptions to the curriculum, or changes to the learning environment
- In cases where a pupil has an Education, Health and Care (EHC) plan, inform the local authority where attendance falls or persistent absence becomes a concern, in line with statutory expectations

Support will be coordinated and monitored by the SENCo, and provision will be adjusted based on ongoing assessment of need.

Pupils Who Are Disadvantaged

The school recognises that disadvantaged pupils may face practical, emotional, or environmental challenges that affect attendance. We will:

- Identify barriers early through monitoring, discussion with families, and analysis of attendance data
- Provide targeted support such as pastoral mentoring, academic catch-up, or access to enrichment
- Work closely with families to ensure they are aware of available support, including financial or practical help where appropriate
- Use pupil premium funding strategically to address identified attendance barriers

The aim is to remove obstacles and ensure disadvantaged pupils are supported to attend regularly and fully engage with learning.

Pupils Known (or Previously Known) to Children's Social Care

For pupils who are currently or have previously been known to children's social care, the school recognises the heightened need for timely, well-coordinated support. The school will:

- Maintain close communication with the pupil's social worker, virtual school head, or other relevant professionals
- Ensure attendance is monitored robustly, with concerns escalated swiftly in line with safeguarding procedures
- Work with the pupil and family to identify and address reasons for absence, ensuring the pupil has access to a trusted adult in school
- Provide targeted pastoral support and ensure stability, consistency, and clear expectations

Where part-time timetables or alternative arrangements are considered, these will be agreed and reviewed with CSC professionals.

Pupils with Other Barriers to Attendance (e.g. Young Carers)

The school recognises that some pupils may face additional challenges such as caring responsibilities, housing insecurity, bereavement, or other significant factors. In such cases, the school will:

- Seek to understand the pupil's circumstances sensitively and without judgment
- Work in partnership with families and relevant external agencies to remove barriers wherever possible
- Put in place reasonable adjustments or targeted interventions, such as flexibility around start times, reduced workload, pastoral support, or access to wellbeing services
- Regularly review the support to ensure interventions remain timely, appropriate, well-chosen, and targeted, in line with Ofsted expectations

Timely and Appropriate Interventions

Across all groups, the school ensures that interventions and reasonable adjustments are:

- Implemented promptly once concerns are identified
- Proportionate to need and designed to support a return to regular attendance
- Reviewed regularly for impact
- Stepped up or adapted if attendance does not improve

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8.4 Pupils returning to school after a lengthy or unavoidable period of absence

The school recognises that pupils may experience lengthy or unavoidable periods of absence for a range of reasons, including ill health, exclusion, family circumstances, or other significant events. In line with Department for Education guidance, the school is committed to supporting pupils to **reintegrate successfully into school as quickly and sustainably as possible**.

Our Approach

Where a pupil has been absent for an extended period, the school will take a planned, supportive, and individualised approach to reintegration. This approach prioritises the pupil's wellbeing while maintaining clear expectations around attendance.

The school will:

- Maintain appropriate contact with the pupil and their family during the period of absence
- Gather relevant information to understand the reasons for absence and any ongoing barriers
- Involve the pupil and their parents or carers in planning the return to school
- Ensure arrangements are in place before the pupil returns, to reduce anxiety and support engagement

Planning a Return to School

A reintegration or return-to-school plan may be put in place where appropriate. This may include:

- A clear start date and agreed attendance expectations
- A phased return or temporary reduced timetable, where this is in the pupil's best interests
- Identification of reasonable adjustments or additional support required
- A named member of staff to provide ongoing support and coordination
- Arrangements for reviewing progress and stepping support up or down

Any phased or reduced timetable will be **time-limited**, closely monitored, and reviewed regularly, with the aim of returning the pupil to full-time education as soon as possible.

Support Provided

To support successful reintegration, the school may offer:

- Pastoral or wellbeing support
- Academic support to address gaps in learning

- Adjustments to routines, workload, or expectations
- Support from the SEND team or other specialist staff where appropriate

Where a pupil has SEND or an EHC plan, reintegration support will align with existing plans and statutory processes, and the local authority will be informed where attendance remains a concern.

Working with Other Agencies

Where necessary, and in line with safeguarding responsibilities, the school will work with external professionals, including health services, children's social care, the local authority, and other agencies, to ensure appropriate support is in place.

Monitoring and Review

The school will monitor attendance and wellbeing closely following a return to school. Support plans will be reviewed regularly and adjusted in response to the pupil's needs, progress, and professional advice, with the aim of securing regular attendance and positive outcomes.

9. Attendance monitoring

9.1 Monitoring attendance

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

9.2 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

9.3 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 we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 9.4 below)

> Provide regular attendance reports to Form Tutors to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, the designated safeguarding lead and pupil premium lead.

> Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

> Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

9.4 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 7, above)

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every 12 months by Mrs Chery Danher, Assistant Headteacher: Safeguarding & Pastoral Care At every review, the policy will be approved by the full governing board.

11. Links with other policies

This policy links to the following policies:

> Child protection and safeguarding policy

> Behaviour policy

> Supporting pupils with medical conditions

> Pupil mental health and wellbeing

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: • 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