

# Shelton Junior School



# Attendance Policy

|                                                                                                                                                                                      |                                                                                                                                                                                    |                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <p><b>Headteacher Approval</b></p>  <p><b>Name:</b> Mr Jon Bacon<br/> <b>Date:</b> 01/10/2026</p> | <p><b>Governor Approval</b></p>  <p><b>Name:</b> Ms K Phillips<br/> <b>Date:</b> 01/10/2026</p> | <p><b>Shelton Junior School</b><br/> <i>Attendance Policy</i></p> |
|                                                                                                                                                                                      |                                                                                                                                                                                    | <p>Last Reviewed: Oct 2026<br/> Review date: Oct 2027</p>         |

## Policy review dates and changes

[illegible]

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## Introduction and ethos

Shelton Junior School is committed to making school attendance a whole-school priority, fully integrated with every aspect of school improvement rather than treated as a stand-alone administrative task. We use the Inclusive Attendance model to support children and families to connect, belong and thrive — built on child-centred action, evidence-informed practice, and a shared understanding of everyone's role in promoting excellent attendance.

Attendance cannot be considered in isolation. The Department for Education's statutory guidance connects effective attendance practice directly with curriculum, behaviour, bullying, SEND support, pastoral provision, mental health and wellbeing, safeguarding, disadvantage and the effective use of resources including pupil premium. This policy is written on that basis: attendance is treated as an output of the whole school system, not a separate compliance exercise.

### **THE PRINCIPLE BEHIND THIS POLICY**

Attendance is an output of the wider school system. Where a pupil is not attending well, the answer is rarely a single attendance procedure — it is usually found somewhere in curriculum, culture, SEND provision, safeguarding, family circumstance or the removal of a specific practical barrier.

## Our model

Our attendance work sits across six connected domains of practice. Rather than a stand-alone attendance procedure, these domains ensure the provision of professional learning, evidence-based practice, and exemplary leadership and management are integrated into everything the school does.

|                             |                                   |                             |
|-----------------------------|-----------------------------------|-----------------------------|
| Equity, equality, inclusion | Understanding attendance barriers | A systems approach          |
|                             |                                   |                             |
| Mental health & resilience  | Curriculum & teaching             | Identify specialist pathway |

## Statutory context

This policy meets the requirements of Working Together to Improve School Attendance (July 2026), the Department for Education's statutory guidance for maintained schools, academies, independent schools and Local Authorities. It should be read alongside statutory guidance on children missing education, pupils with medical conditions, children unable to attend because of health needs, suspension and permanent exclusion, alternative provision, and Keeping Children Safe in Education.

## The seven amended areas highlighted to schools in the July 2026 update

The July 2026 edition highlights seven areas that this policy reflects throughout:

- 1. Taking the attendance register** — clarification around consistent day-to-day registration practice, including when registers are taken.
- 2. Attendance data and analysis** — strengthened clarification around analysing and benchmarking attendance and identifying the pupils/cohorts requiring greatest attention, including groups such as young carers.
- 3. Absence because of illness** — further clarification about illness-related absence and the circumstances in which schools may appropriately seek evidence.
- 4. Remote education** — clarification that remote education should be a last resort, not an alternative attendance pathway, and where appropriate should support a plan towards reintegration.
- 5. Leave of absence** — clarification around considering requests on their individual circumstances and the application of exceptional circumstances rather than blanket approaches.
- 6. Roles, responsibilities and system working** — clarification around responsibilities across schools, trusts, governing bodies and local authorities and the importance of partnership/system leadership.
- 7. Registration, attendance codes and specific circumstances** — technical clarification across areas such as dual registration, flexi-schooling, pupils with no fixed abode, access arrangements and the appropriate use of attendance codes.

## School day, registration and key contacts

The school day begins at 8:50am and ends at 3:30pm.

Morning registration opens at 9:00am and closes at 9:30am. The register for the second session will be taken as soon as the class have finished their lunch break. Registers will be kept open for 30 minutes.

Registers are taken consistently, at the same time for all pupils, in line with the July 2026 Working Together guidance. Pupils arriving after the register has closed are marked using the appropriate code — see *Appendix 1: Attendance codes*.

Pupils are expected to arrive in time to be registered before the session begins. A pupil arriving late but before the register closes is marked present using the late code; persistent lateness is followed up in the same way as unexplained absence, since lost learning time matters whether a pupil is absent or simply late.

| Staff member  | Roles and responsibilities                                                              | Contact details |
|---------------|-----------------------------------------------------------------------------------------|-----------------|
| Jon Bacon     | Headteacher                                                                             | 01332701212     |
| Vicky Dunkley | Senior Attendance Champion<br>Designated Safeguarding Lead<br>Senior Mental Health Lead | 01332 701212    |
| Laurie Pamon  | Inclusion Manager                                                                       | 01332 701212    |

|                                   |                                                |                                                   |
|-----------------------------------|------------------------------------------------|---------------------------------------------------|
| Sarah House                       | Assistant Headteacher for Inclusion and SENDCo | 01332701212                                       |
|                                   | Governor for Attendance                        |                                                   |
| Michelle Godfey<br>Kiera Matthews | Office staff                                   | 01332 701212<br>attendance @sheltonj.derby.sch.uk |

## Our approach: from universal provision to legal intervention

Rather than building this policy primarily around percentages, letters and sanctions, we structure our attendance work as a graduated, multi-tiered system of support (MTSS) — right support, right time, for every child and young person. The diagram below sets out the model at a glance; the tiers that follow set out how we put it into practice day to day.

### INCLUSIVE ATTENDANCE: A MULTI-TIERED SYSTEM OF SUPPORT

*Right support, right time, for every child and young person*

|          | TIER 1<br>UNIVERSAL SUPPORT                                                                           | TIER 2<br>TARGETED SUPPORT                                                        | TIER 3<br>SPECIALIST SUPPORT                                                             |
|----------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| WHO?     | All children and young people                                                                         | Children and young people at risk of poor attendance (PA)                         | Children and young people with persistent absence (PA) or severe absence (SA)            |
| FOCUS    | <b>Prevention</b><br>Build positive attendance and strong foundations                                 | <b>Early intervention</b><br>Reduce risk factors and prevent escalation           | <b>Intensive support</b><br>Address complex needs and remove multiple barriers           |
| APPROACH | <b>Whole school approach</b><br>High-quality teaching, inclusive environment and strong relationships | <b>Targeted and individualised</b><br>Identify barriers and provide early support | <b>Individualised &amp; multi-agency</b><br>Specialist support and personalised pathways |

|          | TIER 1<br>UNIVERSAL SUPPORT                                                                                                                                                                                                                                | TIER 2<br>TARGETED SUPPORT                                                                                                                                                                                                    | TIER 3<br>SPECIALIST SUPPORT                                                                                                                                                                                                                  |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXAMPLES | <b>Examples</b> <ul style="list-style-type: none"> <li>• Positive attendance culture</li> <li>• Belonging and inclusion</li> <li>• Family and community engagement</li> <li>• Attendance monitoring</li> <li>• Early identification of concerns</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>• Attendance plans</li> <li>• Mentoring and coaching</li> <li>• Parental meetings</li> <li>• Targeted pastoral support</li> <li>• Small group interventions</li> </ul> | <b>Examples</b> <ul style="list-style-type: none"> <li>• Multi-agency working</li> <li>• Personalised timetables</li> <li>• Therapeutic and wellbeing support</li> <li>• Alternative provision</li> <li>• Specialist interventions</li> </ul> |
| GOAL     | <b>Goal</b><br>Prevent absence and promote attendance for all                                                                                                                                                                                              | <b>Goal</b><br>Reduce risk, improve attendance and strengthen engagement                                                                                                                                                      | <b>Goal</b><br>Re-engage and reintegrate for sustainable attendance and outcomes                                                                                                                                                              |

| PROMOTE | SUPPORT | SPECIALIST |
|---------|---------|------------|
|---------|---------|------------|

### WORKING TOGETHER · EARLY HELP · THE RIGHT SUPPORT AT THE RIGHT TIME

|                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Role of teaching and non-teaching staff</b> <ul style="list-style-type: none"> <li>• Use data proactively</li> <li>• Identify children and young people at risk</li> <li>• Work with families</li> <li>• Implement daily strategies</li> <li>• Monitor pupil progress</li> <li>• Recognise achievements regularly</li> </ul> | <b>Role of children and young people</b> <ul style="list-style-type: none"> <li>• Participate in targeted interventions</li> <li>• Recognise own achievements</li> <li>• Share worries with staff</li> <li>• Stay engaged in school</li> <li>• Help and support others</li> <li>• Understand missed days</li> </ul> | <b>Role of parents and carers</b> <ul style="list-style-type: none"> <li>• Work with school</li> <li>• Understand and share attendance barriers</li> <li>• Engage with support</li> <li>• Prevent escalation</li> <li>• Communicate with school</li> </ul> | <b>Role of external agencies</b> <ul style="list-style-type: none"> <li>• Provide timely support</li> <li>• Share resources widely</li> <li>• Collaborate with schools</li> <li>• Strengthen multi-agency efforts</li> <li>• Train staff effectively</li> <li>• Support and challenge the school</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**A Multi-Tiered System of Support (MTSS) is an educational framework that offers a structured approach to addressing children's diverse needs.**

It involves delivering interventions and support in a tiered manner, with each tier representing a different level of intensity and targeted assistance.

#### FOUNDATIONS ACROSS ALL TIERS

##### **STRONG RELATIONSHIPS**

Trust, connection  
and understanding

##### **BELONGING**

Every child feels  
seen and valued

##### **LIFE SATISFACTION**

Wellbeing, hope  
and aspirations

##### **RISK & PROTECTIVE FACTORS**

Understand and  
respond to  
individual needs

##### **ATTENDANCE DATA**

Use data to inform  
actions and  
decisions

**EVERY CHILD · EVERY DAY · EVERY OPPORTUNITY**

#### From three tiers to five practical stages

In day-to-day case management, universal, targeted and specialist support are worked through in five connected stages — adding an explicit identification-and-understanding-barriers stage between universal and targeted support and separating legal intervention out as the last-resort stage it is, used only once every reasonable step above it has been tried.

#### **TIER 1 Universal provision · All pupils, every day**

- High-quality, inclusive teaching and a curriculum that engages every learner
- A culture of belonging, strong relationships and consistent, positive behaviour management
- Accurate, consistent registration and whole-school attendance monitoring
- Clear communication with families about expectations and support available

#### **TIER 2 Identification & understanding barriers · Spotting concerns early and asking why**

- Regular analysis of attendance data at whole-school, group and individual level
- Priority cohorts identified: SEND, disadvantaged, young carers, children with a social worker, previously looked after
- Understanding the specific barrier behind the absence, not just the percentage
- Early, non-judgemental conversations with pupils and families

### **TIER 3 Early & targeted support** · *Pupils at risk of persistent absence*

- Individual attendance support plans, agreed with the family
- Mentoring, pastoral check-ins and small-group interventions
- Reasonable adjustments for SEND, medical need or other identified barriers
- Regular review with the family of what is working

### **TIER 4 Intensive & multi-agency support** · *Persistent or severe absence*

- Multi-agency planning — Local Authority, social care, health and other partners as needed
- Personalised, evidence-informed plans addressing complex or multiple barriers
- Attendance contracts as a supportive, non-punitive route where engagement has stalled
- Considered as part of a reintegration or re-engagement plan, not a stand-alone response

### **TIER 5 Legal intervention** · *Only where all reasonable support has been tried*

- Education Supervision Order considered only once voluntary support has been exhausted
- Penalty notices issued in line with the national framework and Local Authority code of conduct
- Prosecution as a last resort, following the Local Authority's statutory process
- Legal routes never replace, and are never used instead of, addressing the underlying barrier

## **Promoting and recognising good attendance**

Good and regular attendance is promoted through everyday culture and belonging, not primarily through prizes or sanctions. This school's approach to recognition is positive, consistent and inclusive of pupils facing additional barriers, so that no pupil is disadvantaged by circumstances outside their control.

- Attendance is talked about positively and often, by teaching and non-teaching staff alike, as part of everyday relationships rather than only at data points.
- Individual, class and whole-school achievements are recognised regularly — including meaningful improvement from a pupil's own starting point, not only high overall percentages.
- Recognition avoids approaches that could stigmatise, single out or financially disadvantage pupils with a legitimate reason for absence, such as a disability, medical condition or caring responsibility.

- Pupils and families are told clearly why attendance matters for learning, wellbeing and life chances — not only that it is a rule to be followed.
- Parents, and carers are kept informed of how the school promotes attendance, alongside its data and its support offer.

## Roles and responsibilities

Attendance is everyone's responsibility. The table below summarises who does what.

| Who                | Key responsibilities for attendance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parents and carers | <p>Parents and carers are expected to establish a daily routine that supports regular, punctual attendance; to communicate promptly with the school about absence; to engage with meetings and support offered; and to understand that term-time leave of absence is granted only in exceptional circumstances, assessed individually. Parents and carers should:</p> <ul style="list-style-type: none"> <li>• Ensure their child attends regularly and arrives on time, in line with school registration requirements.</li> <li>• Notify the school on the first day of absence and provide the reason.</li> <li>• Work with the school to understand and address any barrier to attendance.</li> <li>• Request leave of absence in advance and understand that term-time leave is only granted in exceptional circumstances.</li> </ul> |
| Pupils             | <p>Pupils are supported to understand the value of attending school regularly and on time, to communicate difficulties to a trusted adult, and to engage with the support put in place for them — recognising that where a barrier to attendance exists, it is the adults around them who hold primary responsibility for removing it. Pupils should:</p> <ul style="list-style-type: none"> <li>• Attend school regularly and arrive on time, so far as is reasonably within their control.</li> <li>• Tell a trusted adult if something is making it hard to attend.</li> <li>• Engage with the support that is put in place for them.</li> </ul>                                                                                                                                                                                       |

| Who                                           | Key responsibilities for attendance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Class teachers and school staff</b></p> | <p>Teaching staff and non-teaching staff alike — including teachers, teaching assistants, learning mentors, pastoral staff, office and administrative staff, and midday and site staff — sit closest to pupils' day to day. They monitor daily attendance, promote punctuality, and take immediate action — contacting the Attendance Champion or designated safeguarding lead — when a pupil is absent without explanation. They identify early patterns of poor attendance or lateness, maintain open communication with families, and provide the academic and emotional support that helps a pupil overcome a barrier to attending. Crucially, they are alert to safeguarding concerns connected to attendance and know how to report them, whatever their role in the school. Class teachers should:</p> <ul style="list-style-type: none"> <li>• Take an accurate register at the same time for all pupils, every session.</li> <li>• Know their pupils well enough to notice a change in attendance early.</li> <li>• Report concerns promptly to the Attendance Champion or designated safeguarding lead.</li> <li>• Apply reasonable adjustments for pupils with SEND, medical needs or other identified barriers.</li> </ul> |
| <p><b>Senior Attendance Champion</b></p>      | <p>The Attendance Champion leads the school's day-to-day attendance strategy: developing and implementing policy, analysing data to identify trends and priority cohorts, leading early intervention, supporting families, and monitoring and reporting attendance to senior leaders, governors and the Local Authority. They design interventions and recognition activity, provide staff training, ensure legal compliance, and are vigilant for safeguarding concerns connected to attendance. The Attendance Champion will:</p> <ul style="list-style-type: none"> <li>• Lead the day-to-day implementation of this policy and own the whole-school attendance strategy.</li> <li>• Analyse attendance data regularly, by cohort and by individual pupil, and target support accordingly.</li> <li>• Ensure staff receive the training they need, and that safeguarding and attendance systems are properly connected.</li> <li>• Report to senior leaders and governors on attendance, impact and priority cohorts.</li> </ul>                                                                                                                                                                                                    |

| Who                          | Key responsibilities for attendance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Senior leaders               | <p>Senior leaders set the tone for the school's attendance culture. They lead by example, develop and ratify policy, monitor data and hold staff to account for its use, ensure staff receive appropriate professional development, and give particular attention to vulnerable pupils — including those with medical conditions, SEND, or safeguarding concerns. They apply this policy consistently and fairly, and work with the designated safeguarding lead where attendance concerns raise child protection issues.</p> |
| Designated Safeguarding Lead | <ul style="list-style-type: none"> <li>• Ensure unexplained or extended absence is treated as a possible safeguarding signal, not only a data point.</li> <li>• Lead escalation to children's social care, the Local Authority or other agencies where required.</li> <li>• Work with the Attendance Champion so that safeguarding and attendance information is shared without delay.</li> </ul>                                                                                                                             |
| SENCo                        | <ul style="list-style-type: none"> <li>• Ensure attendance barriers linked to SEND are understood and addressed through the graduated response.</li> <li>• Advise on reasonable adjustments to attendance strategies for individual pupils.</li> <li>• Work with families and external professionals to remove barriers rather than manage their consequences.</li> </ul>                                                                                                                                                     |

| Who                    | Key responsibilities for attendance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Governing body</b>  | <p>Governors are responsible for promoting the importance of school attendance across the school's policies and ethos, making sure school leaders fulfil expectations and statutory duties, regularly review and challenge attendance data, monitoring attendance figures for the whole school. Governors will make sure staff receive adequate training on attendance and hold the headteacher to account for the implementation of this policy. The governors will:</p> <ul style="list-style-type: none"> <li>• Treat attendance as a strategic priority, not an operational after-thought.</li> <li>• Assure themselves that the school meets its statutory responsibilities under Working Together to Improve School Attendance.</li> <li>• Regularly review and challenge attendance data, with particular attention to priority cohorts.</li> <li>• Ensure staff receive adequate attendance-related training and share effective practice with other schools.</li> </ul> |
| <b>Local Authority</b> | <ul style="list-style-type: none"> <li>• Provide strategic leadership and support to schools in improving attendance.</li> <li>• Lead statutory functions including Children Missing Education, School Attendance Orders and penalty notices.</li> <li>• Work with schools and partners to identify and support pupils and families who need it most.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## Safeguarding and attendance

### THE PRINCIPLE

Unexplained or extended absence is one of the clearest safeguarding signals a school receives. It is treated as a possible safeguarding concern first, and an attendance statistic second.

This connection runs through the whole of this policy, not only this section. Staff at every level are expected to understand the relationship between attendance and:

- Unexplained or repeated absence, and children missing education.
- Vulnerability, exploitation, neglect and domestic abuse.
- Contextual safeguarding — risks pupils may face outside the school gates.

- Children with a social worker, on a child protection plan, or previously looked after.
- Information sharing between attendance and safeguarding staff, without delay.
- Same-day follow-up on unexplained absence, and clear escalation routes.

This policy operates in line with *Keeping Children Safe in Education* (2026), which applies the same core safeguarding expectations to all staff. The designated safeguarding lead is Vicky Dunkley and can be contacted on [vdunkley@sheltonj.derby.sch.uk](mailto:vdunkley@sheltonj.derby.sch.uk)

## **SEND and Inclusion**

For many pupils with special educational needs and disabilities, poor attendance is not a behaviour or motivation issue — it is a sign that a need is not being met. This policy requires reasonable adjustments, not punitive responses, wherever absence relates to unmet need.

- Attendance barriers relating to SEND are addressed through the graduated response — assess, plan, do, review.
- The SENCo is involved wherever a pupil's SEND may be contributing to their absence.
- Attendance is explicitly addressed within EHC plans and support plans, so families understand what is available.
- Reasonable adjustments are reviewed regularly, not fixed once and left unchanged.
- Punitive attendance responses are not used where the underlying cause is an unmet need

## **Disadvantage and pupil premium**

Disadvantage funding is only as effective as the gap it closes. Where disadvantage is linked to an attendance barrier, that link is made explicit — from identified barrier to evidence-informed activity, to the school's published pupil premium strategy, to measured impact.

## **Young carers**

Young carers are identified explicitly, rather than absorbed into a general category of "vulnerable pupils". Staff are alert to the specific pressures young carers face, and attendance support is shaped around their caring responsibilities rather than assuming non-attendance reflects a lack of engagement.

This sits alongside our approach to other cohorts known to be at greater risk of poor attendance: children in need, children on a child protection plan, looked-after children, and care leavers — reflecting the Department for Education's non-statutory guidance on improving the attendance of children with a social worker.

## **Medical conditions and health needs**

Pupils with medical conditions are supported through individual healthcare plans, reasonable support, and clear communication with health professionals — so that a medical condition does not, in itself, become an unnecessary barrier to attendance.

Where a pupil is unable to attend school because of health needs and absence reaches, or is expected to reach, 15 school days — whether consecutive or cumulative — the school works with the Local Authority to arrange suitable alternative education under section 19 of the Education Act 1996, with a clear plan for reintegration.

The July 2026 update to Working Together gives clearer direction on illness-related absence: medical evidence is not requested routinely, only where it is reasonable and appropriate to do so.

## **Mental health and wellbeing**

Mental health difficulties do not mean attendance stops being important — but the response to them must be individualised, supportive and appropriately adjusted, never a standard sanction applied regardless of cause. Staff are trained to recognise early signs of anxiety, low mood or other difficulty that may affect attendance, and to work with pupils, families and, where needed, external agencies.

## **Behaviour and culture**

Behaviour and attendance are closely linked: a pupil who does not feel safe, or does not feel they belong, is far less likely to want to attend. Our behaviour policy and this attendance policy are designed to work together — building a culture of clear expectations, strong relationships, effective SEND support, and safe environments, and avoiding any practice that unintentionally pushes a vulnerable pupil away from school.

## **Curriculum, teaching and RSHE**

Attendance is not only secured at the school gate — it is won or lost lesson by lesson. An engaging, accessible curriculum, high-quality adaptive teaching, and strong teacher-pupil relationships are treated as universal attendance provision, not an optional extra. This reflects the Teachers' Standards, and the Inclusive Mainstream Fund's requirement for high-quality adaptive teaching with a curriculum designed for all learners.

From September 2026, our Relationships, Sex and Health Education provision, including Health Education, contributes to the preventative side of attendance — building the health literacy, relationships and sense of wellbeing that underpin a pupil's sense of belonging in school.

## **Home-to-school travel**

Transport is recognised as a genuine potential barrier to attendance, not assumed to reflect parental unwillingness. This is particularly relevant for pupils with SEND, those living furthest from school,

families on a low income, pupils with mobility needs, and those attending specialist provision. Any transport-related barrier identified is addressed alongside the Local Authority's home-to-school travel duties.

## **Using data to target improvement**

Attendance data is analysed regularly at whole-school, year-group, demographic and individual pupil level, benchmarked against national and Local Authority comparators. Particular attention is given to:

- Pupils with SEND, and those eligible for free school meals or pupil premium.
- Year groups of concern.
- Looked-after children, previously looked-after children and care leavers.
- Pupils with an allocated social worker or known to children's social care.
- Young carers.
- Pupils absent for prolonged or repeated periods, which may indicate a safeguarding concern such as child sexual or criminal exploitation, particularly county lines.
- Pupils at risk of persistent or severe absence.

## **How we use data: a targeted approach**

Using attendance data effectively starts with building a holistic understanding of pupils and families — not simply monitoring a percentage. Our approach follows five connected steps:

1. Build a culture of community and belonging.
2. Communicate effectively with families.
3. Improve universal provision for all pupils.
4. Deliver targeted interventions.
5. Monitor the impact of approaches.

## **Understanding risk of persistent absence**

The two reference tables below help staff translate raw absence figures into an early, consistent view of risk — used alongside professional judgement and the additional factors known about each pupil, never as a mechanical trigger on its own.

### **Table 1: days absent and risk of persistent absence (PA)**

| Days absent (cumulative) | Risk of PA level      | Additional factors                                                                                                                                                                                     |
|--------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 – 4 days               | Low (Risk of PA)      | <b>ADDITIONAL FACTORS</b><br>Risk and protective factors, patterns in previous absence, SEND or free-school-meals demographic, and external agency involvement all inform how this risk level is used. |
| 5 – 9 days               | Emerging (Risk of PA) |                                                                                                                                                                                                        |
| 10 – 14 days             | Moderate (Risk of PA) |                                                                                                                                                                                                        |
| 15 – 18 days             | High (Risk of PA)     |                                                                                                                                                                                                        |
| 19+ days                 | Locked into PA        |                                                                                                                                                                                                        |

**Table 2: spells of absence and risk of persistent absence (PA)**

| Number of spells of absence | Risk of PA level      |
|-----------------------------|-----------------------|
| 1                           | Low (Risk of PA)      |
| 2                           | Low (Risk of PA)      |
| 3                           | Moderate (Risk of PA) |
| 4                           | Moderate (Risk of PA) |
| 5                           | High (Risk of PA)     |
| 6 or above                  | High (Risk of PA)     |

### Persistent and severe absence — definitions

A pupil is considered persistently absent (PA) when their attendance rate is 90% or below — that is, they have missed 10% or more of possible school sessions. A pupil is considered severely absent (SA) when they are absent from school more than they are present, missing 50% or more of possible sessions. Severely absent pupils are likely to need the most intensive, multi-agency support.

## Leave of absence and illness

### Leave of absence

Requests for leave of absence must be made in writing as soon as it is anticipated and, where possible, at least 3 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The headteacher may require evidence to support any request for leave of absence.

Term-time leave is only authorised in exceptional circumstances, and every request is considered individually on its own facts — this school does not operate a blanket or automatic policy for any category of request, in line with the July 2026 Working Together guidance. We define ‘exceptional circumstances’ as: circumstances that could not be reasonably foreseen and for which there is insufficient time to take the necessary action to resolve the situation and where missing education cannot be reasonably avoided.

Holidays during term time will not be authorised.

## **Illness absence**

Where a pupil is absent due to illness, the school does not request medical evidence as a matter of routine. Evidence may be requested where it is reasonable and appropriate to do so — for example, where a pattern of illness absence is of concern, or where evidence would support a wider plan of support.

Valid reasons for authorised absence include:

- Illness and medical/dental appointments where appointment cannot be made outside of school hours
- 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

## **Day-to-day processes: first-day response**

The pupil’s parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 8:50am or as soon as practically possible by calling the school office or emailing the attendance email address. A reason for the absence must be provided. Where no contact has been made by 10:30am, the school will attempt to contact the family by phone and/or Class Dojo.

Where absence remains unexplained, this is treated as a possible safeguarding signal and escalated in line with our safeguarding procedures, including home visits and contact with relevant agencies where necessary — see Safeguarding and attendance, above.

Once the reason for absence has been determined staff will 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.

Where pupils remain absent for an extended period of time, this will be treated as a possible safeguarding signal and a home visit will be made on day 3 and day 5 of the absence. This will happen even if parents/carers have made contact with school. This is in line with schools statutory duties (*Working Together to Improve School Attendance July 2026*).

## Support before sanction

Legal routes are used only where genuine, sustained support has not resolved a pattern of absence — never as a first response.

- Attendance contract — a formal, voluntary agreement between parents and the school or Local Authority, offering support as an alternative to prosecution.
- Notice to Improve — a formal written notice, issued before any penalty notice, giving the family a set period in which to improve attendance with continued support.
- Education Supervision Order (ESO) — considered only once voluntary support and attendance contracts have been exhausted, and only where it would benefit the pupil and parent.
- Penalty notices — issued in line with the national framework for penalty notices and the Local Authority's code of conduct, and only where a Notice to Improve has not resulted in the necessary improvement.
- Parenting Order — may be sought by the Local Authority where parental engagement with support has not improved a pattern of absence.
- Prosecution — a last resort, led by the Local Authority, for failure to secure regular attendance or comply with a School Attendance Order or Education Supervision Order.

## Penalty notices

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age. If issued with a fine, or penalty notice, each parent must pay £80 within 21 days or £160 within 28 days. The payment must be made directly to the local authority.

In the case of repeated fines, if a parent receives a second fine for the same child within any **three year period**, this will be charged at the higher rate of £160. Fines per parent will be capped to two fines within any three-year period. Once this limit has been reached, other action like a parenting order or prosecution will be considered.

Penalty notices can be issued by a headteacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

All holidays taken during term time will be considered for a penalty notice.

## **Children missing education and removal from roll**

Persistent or unexplained absence can, in some circumstances, lead to a child being identified as missing education. This school follows the strengthened Children Missing Education statutory guidance (September 2025) and works with the Local Authority to track and support any pupil who may be missing education, before any consideration of removal from roll.

## **Alternative provision, suspension and permanent exclusion**

Where a pupil attends alternative provision, the commissioning school retains responsibility for monitoring attendance, safeguarding and quality, and for planning reintegration. Dual registration is used and monitored appropriately.

Following the July 2026 update to statutory guidance on suspension and permanent exclusion, alternative provision is arranged within six school days of a suspension or permanent exclusion, using the correct attendance code, with attendance monitored closely on a pupil's return and a clear reintegration plan in place. Off rolling is not practised by this school.

## **Governance**

Working Together to Improve School Attendance sets out a specific chapter for governing bodies. This school's governing body is expected to:

- Recognise attendance as a strategic priority, promoted through ethos and policy, not only through this document.
- Ensure senior leaders fulfil their statutory attendance responsibilities.
- Regularly review and challenge attendance data, with particular attention to priority cohorts and persistent or severe absence.
- Ensure Governors and staff receive adequate attendance training.
- Share effective attendance practice with other schools, as part of wider system leadership.

Attendance is a standing item at every full governing body meeting, reported by the Headteacher.

## Professional development for all staff

Governors and senior leaders assure themselves that staff receive adequate attendance training, in line with statutory expectations and Ofsted's evidence base linking attendance to the Teachers' Standards and staff expertise. Development includes:

- Inclusive attendance accredited training delivered across the academic year.
- Induction training on this policy and on attendance codes for all new staff.
- Whole-staff development on the link between attendance, safeguarding, SEND and wellbeing.
- Role-specific development for the Attendance Champion and pastoral staff.
- Updates whenever national or local guidance changes.
- Sufficient expertise for staff undertaking targeted or intensive attendance work.

## Linked policies and review

This policy should be read alongside:

- Behaviour policy
- Teaching and learning policy
- Child protection and safeguarding policy
- Mental health policy
- SEND policy / information report

## Legislative and statutory framework

This policy is underpinned by the following documents. Where a document is statutory, this school complies with it in full; where it is non-statutory guidance, it informs our approach.

| Document                                                                 | Status           | Relevance to this policy                                                  |
|--------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------|
| <b>Working Together to Improve School Attendance (July 2026)</b>         | <i>Statutory</i> | The core attendance framework for schools and Local Authorities.          |
| <b>School Attendance (Pupil Registration) (England) Regulations 2024</b> | <i>Law</i>       | Registers, attendance codes, deletion from roll and dual registration.    |
| <b>Keeping Children Safe in Education (2026)</b>                         | <i>Statutory</i> | Safeguarding duties, including the link between absence and safeguarding. |

| Document                                                                                | Status                                | Relevance to this policy                                                                |
|-----------------------------------------------------------------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------|
| <b>Children Missing Education (September 2025)</b>                                      | <i>Statutory</i>                      | Identifying and responding to children missing education; removal from roll.            |
| <b>SEND Code of Practice: 0 to 25 years</b>                                             | <i>Statutory guidance</i>             | Reasonable adjustments, the graduated response and SENCo involvement.                   |
| <b>Supporting Pupils at School with Medical Conditions</b>                              | <i>Statutory guidance</i>             | Individual healthcare plans and medical absence.                                        |
| <b>Education for Children with Health Needs who Cannot Attend School</b>                | <i>Statutory guidance (LAs)</i>       | Section 19 provision for long-term or recurring absence.                                |
| <b>Suspension and Permanent Exclusion (July 2026)</b>                                   | <i>Statutory guidance</i>             | Coding, sixth-day provision, reintegration and off-rolling.                             |
| <b>Alternative Provision</b>                                                            | <i>Statutory guidance</i>             | Commissioning AP, dual registration, monitoring and safeguarding.                       |
| <b>Home-to-School Travel (May 2026)</b>                                                 | <i>Statutory guidance (LAs)</i>       | Transport as a potential barrier to attendance.                                         |
| <b>Relationships, Sex and Health Education / Health Education (from September 2026)</b> | <i>Statutory</i>                      | Preventative, curriculum-based contribution to wellbeing and belonging.                 |
| <b>National Curriculum</b>                                                              | <i>Statutory (maintained schools)</i> | Access, engagement and relevance of what is taught.                                     |
| <b>Teachers' Standards</b>                                                              | <i>Statutory force</i>                | Workforce responsibility for relationships, adaptive teaching and identifying concerns. |
| <b>Inclusive Mainstream Fund 2026 to 2027 (incl. support for school leaders)</b>        | <i>Conditions of grant / guidance</i> | Belonging and attendance as one of seven principles of inclusive practice.              |

| Document                                                                      | Status                               | Relevance to this policy                                                                        |
|-------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Pupil Premium 2026 to 2027</b>                                             | <i>Funding conditions / guidance</i> | Linking disadvantage, attendance barriers and the pupil premium strategy.                       |
| <b>Improving the Attendance of Children with a Social Worker (March 2026)</b> | <i>Non-statutory</i>                 | Children in need, child protection plans, looked-after children, care leavers and young carers. |
| <b>Behaviour in Schools</b>                                                   | <i>DfE guidance</i>                  | Culture, relationships, SEND and avoiding practices that push pupils away from school.          |
| <b>Providing Remote Education</b>                                             | <i>Non-statutory</i>                 | Remote education as a last resort, and as part of a reintegration plan.                         |
| <b>Mental Health and Behaviour in Schools</b>                                 | <i>DfE guidance</i>                  | Whole-school culture, early identification and working with external agencies.                  |

## Appendix 1: Attendance codes

Attendance is recorded using the Department for Education's statutory attendance codes, in line with the School Attendance (Pupil Registration) (England) Regulations 2024.

| Code | Meaning                                   | Category   | Notes                                                                                |
|------|-------------------------------------------|------------|--------------------------------------------------------------------------------------|
| / \  | Present                                   | Present    | Pupil present during registration (AM / PM).                                         |
| L    | Late (before registers close)             | Present    | Arrived after the start of registration but before it closed.                        |
| K    | Attending LA-arranged education           | Authorised | Attending provision arranged by the Local Authority, not the school.                 |
| V    | Educational visit or trip                 | Authorised | School-arranged, staff-supervised visit during the recorded session.                 |
| P    | Sporting activity                         | Authorised | Approved educational sporting activity, with appropriate supervision.                |
| W    | Work experience                           | Authorised | Approved work experience arranged by the school or Local Authority.                  |
| B    | Other approved educational activity       | Authorised | Any other approved activity outside school premises.                                 |
| D    | Dual registered elsewhere                 | Authorised | e.g. attending a pupil referral unit, hospital school or special school temporarily. |
| C1   | Regulated performance / employment abroad | Authorised | Leave under a licence or exemption for regulated performance or employment.          |

| Code      | Meaning                                     | Category    | Notes                                                                                               |
|-----------|---------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------|
| <b>M</b>  | Medical or dental appointment               | Authorised  | Prior agreement in place; appointments outside school hours are encouraged where possible.          |
| <b>J</b>  | Interview (employment / admission)          | Authorised  | Interview for employment or admission elsewhere, agreed in advance.                                 |
| <b>S</b>  | Study leave (public examination)            | Authorised  | Granted sparingly and agreed in advance; provision made for pupils who continue to attend.          |
| <b>X</b>  | Non-compulsory school age                   | Not counted | Pupil below or above compulsory school age, not required to attend.                                 |
| <b>C2</b> | Part-time timetable (compulsory school age) | Authorised  | Temporary, exceptional, agreed with parents.                                                        |
| <b>C</b>  | Exceptional circumstances                   | Authorised  | Granted at the school's discretion, assessed individually — never a blanket policy.                 |
| <b>T</b>  | Parent travelling for occupational purposes | Authorised  | Pupil travelling with a parent for trade or business; dual registration encouraged.                 |
| <b>R</b>  | Religious observance                        | Authorised  | A day exclusively set apart for religious observance.                                               |
| <b>I</b>  | Illness                                     | Authorised  | Physical or mental health illness; medical evidence requested only when appropriate, not routinely. |
| <b>E</b>  | Suspended / excluded, no provision yet made | Authorised  | Alternative provision must be arranged within six school days.                                      |

| Code      | Meaning                               | Category            | Notes                                                                         |
|-----------|---------------------------------------|---------------------|-------------------------------------------------------------------------------|
| <b>Q</b>  | No access arrangements provided by LA | <b>Not counted</b>  | Local Authority has failed to provide agreed access arrangements.             |
| <b>Y1</b> | Transport unavailable                 | <b>Not counted</b>  | School beyond walking distance and usual transport not provided.              |
| <b>Y2</b> | Widespread travel disruption          | <b>Not counted</b>  | Local, national or international emergency disrupting travel.                 |
| <b>Y3</b> | Part of premises closed               | <b>Not counted</b>  | Pupil cannot be accommodated in the remaining usable space.                   |
| <b>Y4</b> | Whole site unexpectedly closed        | <b>Not counted</b>  | e.g. adverse weather; not used for planned closures.                          |
| <b>Y5</b> | Criminal justice detention            | <b>Not counted</b>  | Police detention, remand or a detention sentence.                             |
| <b>Y6</b> | Public health guidance or law         | <b>Not counted</b>  | Attendance would conflict with public health guidance or legislation.         |
| <b>Y7</b> | Other unavoidable cause               | <b>Not counted</b>  | Any other unavoidable cause; the reason must be recorded.                     |
| <b>G</b>  | Holiday not agreed                    | <b>Unauthorised</b> | Term-time holiday not approved in advance; cannot be granted retrospectively. |
| <b>N</b>  | Reason not yet established            | <b>Unauthorised</b> | Amend to code O if the reason is not established within five school days.     |
| <b>O</b>  | Absent, reason unknown / not accepted | <b>Unauthorised</b> | No reason given, or the reason does not meet the authorised criteria.         |

| Code     | Meaning                            | Category              | Notes                                                             |
|----------|------------------------------------|-----------------------|-------------------------------------------------------------------|
| <b>U</b> | Arrived after register closed      | <b>Unauthorised</b>   | Arrived after the specific time limit for registering attendance. |
| <b>Z</b> | Prospective pupil, not yet on roll | <b>Administrative</b> | Used to set up registers in advance of official admission.        |

# INCLUSIVE ATTENDANCE: A MULTI-TIERED SYSTEM OF SUPPORT

Right support, right time, for every child and young person

