



Park Spring Primary ATTENDANCE POLICY

Approved by:	Park Spring Primary Headteacher	Date: November 2023
Last reviewed on:	November 2024, March 2025, October 2025	
Next review due by:	October 2026	

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This Attendance Policy is available on the school website and is reviewed and ratified annually by the governing body/board of trustees or as events or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Headteacher	School Attendance Champion (SLT)	Nominated Governor Attendance	Chair of Governors
2025-26	Rachel Horan	Rachel Horan	Emma Crutchley	Rachel Yates

School Name	Park Spring Primary School
Attendance Target	95%+
School opens at	8:30
Registers close at	9:15

1. Contact Details 2024-25

Role / Agency	Name and role	Contact Details
Headteacher	Rachel Horan	rhoran@parkspringprimary.co.uk 01132552526
Attendance Champion SLT	Rachel Horan	rhoran@parkspringprimary.co.uk
Attendance Officer	Wendy Holl (also Family Liaison Officer)	wholl@parkspringprimary.co.uk

Governor with responsibility for Attendance	Emma Crutchley	ecrutchley@parkspringprimary.co.uk
Chair Of Governors	Rachel Yates	ryates@parkspringprimary.co.uk
School Office		office@parkspringprimary.co.uk
School Attendance Service (SAS)	Queries relating to attendance	0113 3785994 Schoolattendanceservice@leeds.gov.uk
Elective Home Education (EHE)	Queries around Elective Home Education	EHE@leeds.gov.uk
Children Missing Education (CME)	Referrals for children missing education	0113 378 9686 CME@leeds.gov.uk
Education Safeguarding Team	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk

2. Policy Statement

Park Spring Primary School seeks to ensure that all its pupils receive an education which enables them to reach their full potential. There is a strong link between good attendance and increased attainment. Pupils who regularly attend school make much better progress socially and academically. Regular attendance enables pupils to adapt better to routines, schoolwork, and friendship groups.

Park Spring Primary School aims to work in partnership with parents and other agencies to ensure that every child can get the best out of the educational opportunities provided.

By working in partnership with parents and other agencies, we ensure that we have clear and robust strategies in place to manage and promote regular attendance for all students at Park Spring Primary School

We are committed to a whole school approach to attendance and a partnership relationship with parents and carers.

This attendance policy is part of a broader suite of safeguarding policies and should not be viewed in isolation. Safeguarding policies include the Child Protection Policy, Anti-bullying policy and behaviour policy.

3. Aims

3.1 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their responsibilities with respect to Attendance and understand the correlation with safeguarding.
- Parents, carers, and pupils are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality.
- Pupils who achieve attendance and punctuality targets throughout the academic year are recognised and rewarded.

3.2 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, parents, staff, and governors. It is fully incorporated into the whole school ethos and culture.

4. Legislation and guidance

4.1 This policy is based on the Department for Education's guidance, [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000000/Working_together_to_improve_school_attendance.pdf)

4.2 The Education Act 1996 states that:

- All pupils of compulsory school age receive a suitable full-time education by regular attendance at school or otherwise.
- The Local Authority must provide school places to parents who wish their children to be educated at school.
- The school must complete attendance registers at the beginning of the morning session and during the afternoon session.
- The school must report to the Local Authority pupils who are absent for more than ten days without explanation.
- The Local Authority has a duty to ensure that parents fulfil their legal responsibilities.
- Failure by parents to ensure the regular attendance at school of a registered pupil is an offence punishable by law.

[Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/56/part-6) - Part 6

[Education Act 2002 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/26/part-3) - Part 3

5. Partnership Expectations

What the school expects of our pupils
That pupils attend regularly, on time and ready to learn
Pupils are prepared for the day with appropriate equipment
Pupils who arrive after the start of the school day at 8.45 am report to the office
Pupils tell a member of staff if there is any problem which may prevent them from attending school
What the school expects of parents/carers
Ensure that their children attend school regularly and on time to fulfil their legal responsibility
Notify school on the first day of absence and provide reason for absence
Complete a request form for absence in term time for exceptional circumstances
Supply medical evidence when required
Ensure all parental and child contact details are up to date
Provide school with two emergency contact details
Speak to relevant members of staff if they know of any problem which may prevent their child/ren from attending
What the parents/carers can expect from the school
A broad, balanced education
Encouragement and rewards for good attendance and punctuality at school
Prompt action when a problem has been identified
Efficient and accurate recording and monitoring of attendance
Contact with parents and carers on the first day when absence is unexplained
Liaison with officers from the Local Authority from a variety of teams to assist and support families where needed
Regular communication with parents and carers

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for:

- o Setting high expectations of all school leaders, staff, pupils and parents/carers
- o Making sure school leaders fulfil expectations and statutory duties, including:
 - o Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - o Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate

- o Recognising and promoting the importance of school attendance across the school's policies and ethos
- o 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
- o Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- o Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- o Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- o 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
- o Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- o Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer,
- o Holding the headteacher to account for the implementation of this policy

6.2 Headteacher

The Head is responsible for:

- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping children Safe in Education 2025
[/https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf](https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf)
- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](#)
- Ensuring every member of staff knows and understands their responsibilities for attendance.
- Ensuring accurate completion of admission and attendance registers.
- Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and whole school attendance.
- Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Ensuring all staff are aware of any potential safeguarding issues, ensuring joint working between the school, Children's Social Work Services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools

ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.

- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring and analysing data and trends.
- Reporting to the Governing Body and Trusts the attendance figures and progress to achieving the set targets.
- Reminding parents of their commitment to this policy.
- Building and modelling respectful relationships with staff, pupils, families, and other stakeholders to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Sharing information on and working collaboratively with other schools in the area/cluster, LAs, and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

6.3 The School Attendance Champion SLT

The School Attendance Champion is responsible for:

- Implementing the policy with the Head.
- Offering a clear vision for attendance improvement.
- Championing and improving attendance.
- Ensuring the practice that is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes
- Oversight of data analysis -
 - Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families.
 - Robust school systems are in place which provide useful data at cohort, group, and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
 - children who have a social worker including looked-after children
 - young carers
 - children who are eligible for free school meals
 - children who speak English as a second language
 - children who have special educational needs and disabilities
 - Keeping the Head and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures.

- Compiling attendance data for the Head, the Governing Body and the Local Authority.
- Ensuring a positive working relationship with the School Attendance Service is fostered, including attending Attendance Targeted Support Meetings.
- Communicating messages to pupils and parents.
- If required, holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.

6.4 Teaching staff

Teaching staff are responsible for:

- Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance.
- Implementing the policy and ensuring it is applied fairly and consistently.
- Ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date.
- Reviewing class and individual attendance patterns.
- Informing the school attendance champion/line manager of any concerns.
- Emphasizing with pupils the importance of punctuality and good attendance.
- Reminding parents of their commitment to this policy.
- Building respectful relationships with staff, pupils, families, and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Communicating openly and honestly with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or who are persistently or severely absent to discuss attendance and engagement at school.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Modeling respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:
 - treat pupils with dignity
 - build relationships rooted in mutual respect and observe proper boundaries
 - take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
 - handle confidential information sensitively

- understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity
- communicate effectively with families regarding pupils' attendance and well-being
- Rehearse and reinforce attendance and punctuality expectations continually.
- Emphasize the importance of attendance and its impact on attainment.
- Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom.
- Promote rewards and celebrate progress but continue to outline sanctions.
- Apply rewards and sanctions consistently.
- Follow up on absence and lateness with pupils to identify barriers and reasons for absence.
- Contact parents and carers regarding absence and punctuality.
- Review form or tutor group attendance weekly to share data, identify issues, intervene early, and help set targets.
- Periodically review practice and consistency both across and between departments.
- Proactively promote attendance practice as part of staff induction.
- Consider the individual needs and vulnerabilities of pupils.

6.5 Attendance and inclusion staff

Attendance and pastoral staff are responsible for:

- Ensuring the recording of attendance and absence data is accurate.
- Ensuring robust day-to-day processes are in place.
- Tracking and following up absence and poor punctuality (implement punctuality routines such as late gate or sign in procedures).
- Providing appropriate support and challenge to establish good registration practice.
- Carrying out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding.
- Identifying any absences that are not explained for each session and contacting parents to understand why, and when the pupil will return to school.
- Where absences are recorded as unexplained in the attendance inputting the correct code as soon as the reason is ascertained, but no later than 5 school days after the session.
- Keeping parents informed on a regular basis of their child's attendance and absence record (this should be communicated to parents in an easy-to-understand format and percentage headlines should be avoided. For example, concentrate on the amount of time missed and the impact on the pupil's learning).
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identifying pupils who need support from wider partners as quickly as possible and making the necessary referrals.

- Undertaking home visits in line with safeguarding responsibilities to engage families and ensure children are safe.
- Identifying and, where possible, mitigating potential barriers to good attendance in liaison with families and relevant support agencies.
- Implementing children missing education (CME) procedures when appropriate.
- Where pupils have additional vulnerabilities, which may require multi-agency meetings trying to arrange those meetings outside of lesson time, where possible.

For pupils at risk of persistent absence

- Providing regular attendance reports to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes.
- Initiating and overseeing the administration of absence procedures.
This can include:
 - letters home
 - attendance clinics
 - engagement with local authorities and other external agencies and partners
 - working with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and finding methods that work and are understood
 - consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures
 - providing regular reports to leaders on the at-risk cohort
 - providing regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils

For pupils who are persistently absent

- Developing and implementing persistent absence action plans (using document 'Record of a meeting with a parent(s)') with pupils and families which address barriers and help establish positive attendance routines.
- Identifying tailored intervention which meets the needs of the pupil.
- Leading daily or weekly check-ins to review progress and impact of support, make regular contact with families to discuss progress.
- Liaising with school leaders (designated safeguarding, SENDco and pastoral leads) on referrals to external agencies and multi-agency assessments.
- Coordinating and contributing to multi-agency meetings to review progress and agree on actions.
- Working in partnership with School Attendance Service and other agencies to ensure the appropriate use of statutory parental responsibility measures.
- Providing regular reports to leaders on the impact of action plans and interventions.

7 Attendance procedures

7.1 Attendance Register

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

We will take our attendance register at the start of the first session of each school day and once during the second 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:

- o Present
- o Attending an approved off-site educational activity
- o Absent
- o Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- o The original entry
- o The amended entry
- o The reason for the amendment
- o The date on which the amendment was made
- o The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- o For pupils of compulsory school age, whether the absence is authorised or not
- o The nature of the activity, where a pupil is attending an approved educational activity
- o 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.

School gates open at 8.30am. Children can access the school buildings at 8.35am.

Registration takes place each morning at **8.45 am** and each afternoon at the start of the afternoon session **12.40 (Reception), 12:50 pm (KS1), 1:00 pm (Y3) and 1:10 pm (Y4-6)**.

Class teachers will enter a present mark (/) on the register for each pupil present and an absent mark for any pupil that is absent.

7.2 Unplanned absence

Parents/carers must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by 9:00 or as soon as practically possible (see also section 8). These are the several ways you can notify us of pupil absence:

- 1) Call the School and select the 'Report an Absence' option and leave a message.
- 2) Call the school and speak to a member of staff in the school office.
- 3) Text the attendance Mobile Phone on **07891 274 260**.

However, you make contact, please note we will aim to contact you via telephone to discuss further the reason for absence and determine a return date or how school can help.

Our medical policy allows us to provide medicines with your permission. If a child does not have a temperature and / or has not had sickness or diarrhea for 24 hours clear, we are happy for them to return.

Absence due to illness will be authorised unless the school has a genuine concern about the authenticity of the illness. If the authenticity of the illness is in doubt, the school may ask parents to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

7.3 Planned absence

Attending a medical or dental appointment will be counted as an authorised absence as long as the pupil's parent/carer notifies the school in advance of the appointment. You can notify us of medical appointments in the same way as you would notify us of a pupil's absence, or you can request to speak to Wendy Holl (Family Liaison Officer). However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary. Applications for other types of absence in term time must also be made in advance. Information relating to whether the school can authorise such absences can be found in section 8.

7.4 Lateness and Punctuality

- Pupils arriving in the school after 8.45am when the register has been taken are deemed to be late and will be marked as L code. These pupils will sign in at the school office.
- After 9.00am and 2pm the pupil is deemed to be late/absent. Any pupil arriving in school after these times will be marked U. In case of emergency the register shows the pupil is on the premises, but they will not receive a present mark toward their overall attendance.
- Parents/carers will be contacted by school if their child is persistently late.

7.5 Following up unexplained absence

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

- o Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason.
- o Identify whether the absence is approved or not

- o 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
- o Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- o Where appropriate, offer support to the pupil and/or their parents to improve attendance
- o Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

7.6 Responding to absence

- Repeated absences will lead to detailed monitoring by the school attendance staff, the School Attendance Champion and the Headteacher.
- Targets for improvement will be clear and communicated to pupil and parent or carer.
- School will organise support to remove barriers to regular attendance.
- School will organise meetings with parents or carers to review and improve attendance.
- If attendance does not improve, school will refer to the local authority for legal action.

7.7 Working with the Local Authorities School Attendance Service

- School works in partnership with the statutory School Attendance Service to devise a strategic approach to attendance through Register Checks and Targeted Support Meetings.
- The Headteacher/Attendance Champion (SLT) and the Attendance school staff may meet with an Attendance Improvement Officer from the School Attendance Service when required, to discuss and improve attendance for persistently absent or severely absent pupils.
- Action plans will be developed for persistently and severely absent pupils.
- If parents/carers do not proactively engage with support offered through the action plan, then formal legal intervention may be requested from the School Attendance Service.

Statutory intervention can include

- Penalty Notices
- Parenting Order
- Education Supervision Order
- Prosecution

7.8 Children Missing Education (CME)

A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#) and follow the Leeds Children's Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 3789686.

8 Authorised and unauthorised and absence

8.1 Authorised absence

Authorised absence is defined as:

- Genuine illness
- Medical or dental appointment (where possible routine appointments should be arranged out of school time)
- Bereavement – (Headteacher’s discretion)
- Religious observance (The day must be exclusively set apart for religious observance by the religious body to which the parents belong)
- Approved leave in term time where there are exceptional circumstances, as agreed by the Headteacher.
- The pupil has a local authority licence to take part in a public performance and the school has granted leave of absence.

8.2 Unauthorised absence

Unauthorised absence is defined as:

- Being late after the registers have closed - ‘U’ code
- Staying at home to care for younger children or sick relatives
- Going shopping or having a haircut
- Where no explanation is offered by the parent or carer
- Where the school is not satisfied with an explanation offered
- Special occasions e.g. birthdays/weddings
- Holidays/leave in term time
- Taking the rest of the day off before or after a medical appointment
- Translating for family members
- Visiting sick relatives
- Exceptional term time leave longer than agreed by the Headteacher

This list is not intended to be exhaustive

The following is a communication from Leeds CityCouncil to schools and forms part of this policy:

New National Penalty Notice Framework (unauthorised school absence)



The following changes will come into force for Penalty Notice Fines
from 19th August 2024 across the whole of England

- Schools **MUST** consider a penalty notice for 10 unauthorised sessions (usually 5 school days) within a rolling 10 school week period of time (these sessions do not have to be consecutive and can be made up of any unauthorised absences and can span different terms and school years).
- Penalty Notices are issued per parent, per child (For example, if there are 3 children in a family, each parent may receive 3 separate penalty notices).

National Penalty Notice Framework (offences in a three year rolling period)

First Offence	Second Offence	Third Offence (or any further offences within 3 years)
The first penalty notice will be issued at £160 per parent if paid within 28 days (this will be reduced to £80 if paid within 21 days)	The second penalty notice will be issued at £160 per parent if paid within 28 days (this will not be reduced)	A penalty notice will not be issued, and the case will be considered for potential legal action. This can result in a criminal record and fines of up to £1,000 plus costs.

The authorisation of absence in term time is considered only if parents/carers make a request to the school on the appropriate form giving **exceptional** reasons why the application has been requested and provide information to support their application.

The Headteacher decides whether or not the absence will be authorised. **A holiday during term time is not an exceptional circumstance.**

9 Strategies for Improving attendance

The school uses a range of strategies for rewarding, incentivizing and improving attendance, for example

- Weekly whole school assembly
- 100% attendance initiatives
- Attendance ambassadors
- Class specific 100% attendance

10 Attendance Monitoring

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely. Data is collected daily 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.

10.1 Analysing attendance

Because of the importance of attending school, we carry out close monitoring. We

- o analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- o identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- o conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- o look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

10.2 Using data to improve attendance

In response to this monitoring, we:

- o develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- o provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- o use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- o 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
- o provide regular attendance reports to the governing body

10.3 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.

In response to this, we will:

- o Use attendance data to find patterns and trends of persistent and severe absence
- o Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- o 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:
 - o Discuss attendance and engagement at school
 - o Listen, and understand barriers to attendance
 - o Explain the help that is available
 - o 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

Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment

S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)

Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays