



2025- 2026



Together we learn, together we
grow, together we flourish

Attendance Policy

Christ Church CE Primary School



'Some seeds fell on good earth and produced a
harvest beyond wildest dreams.'

Matthew 13:8

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Our School Vision

Life at Christ Church is underpinned by the Christian values of **community, respect** and **stewardship** which help us to all:

Learn by;

- Feeling and being safe and happy in our school and its grounds
- Developing a love of learning
- Enjoying a rich, broad and balanced curriculum
- Challenging ourselves to be the best we can be
- Being supported to be mentally well
- Ensuring ethics, morals and values underpin school life
- Having a culture of high expectations and excellence.
- Welcoming parents and carers as partners in children's learning.
- Having a close relationship with our Church and strong links with our community.
- Taking pride in our grounds and learning environment.
- Learning from each other and sharing best practice.
- Developing the knowledge, skills and understanding needed to equip us for the next stage in life
- Understanding and learning how to be a good citizen.

Grow by;

- Understanding and celebrating diversity
- Developing our spiritual, moral and cultural awareness
- Improving and innovating through continual self-reflection
- Making the most of opportunities
- Taking pride in and celebrating our achievements and those of others

Flourish by;

- Getting involved in local, national and global issues
- Experiencing exciting and enjoyable wider experiences
- Becoming caretakers of the world.

Together we learn – Together we grow – Together we flourish

`Some seeds fell on good earth and produced a harvest beyond wildest dreams.'

Matthew 13:8

1. Aims

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

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

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

- Part 6 of the [Education Act 1996](#)
- Maintained schools: Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- <https://www.legislation.gov.uk/uksi/2006/1751/contents> [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- The [Equality Act 2010](#)

<https://www.legislation.gov.uk/uksi/2013/757/regulation/2/made> It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- [Ofsted's 2025 framework toolkit](#)

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, including:
- Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
- Making sure Christ Church CE Primary School works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy

The Safeguarding, Well-Being and Inclusion (SWI) Committee regularly monitors attendance.

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing penalty notices, where necessary, and/or authorising the Assistant Headteacher to be able to do so
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
 - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

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

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed

- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Susan Tudge and can be contacted via (01225 863444 or e-mailed using head@christchurch.wilts.sch.uk

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 9)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher

Working with education welfare officers to tackle persistent absence

Advising the headteacher [Assistant Headteacher] (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer Jay Palmer and can be contacted via (01225) 863444 and and/or email address: Jay.Palmer@christchurch.wilts.sch.uk.

3.5 Class teachers

Class Teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis using Arbor using the correct codes (see Appendix 1). School office staff check entries to ensure registers are taken, there are no missing entries, absences are followed up by contacting parents and patterns of absence are identified and acted upon by the Attendance Officer and the Attendance Champion.

3.6 School administrative/office staff

School [admin/office] staff will:

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

Transfer calls from parents/carers to the [Headteacher/Pastoral Lead] where appropriate, in order to provide them with more detailed support on attendance.

3.7 Parents

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

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every [day/timetabled sessions] on time.
- Call the school to report their child's absence before using the absence line on our telephone system or e-mail absence@christchurch.wilts.sch.uk on the day of the absence (add if your school expects this: and each subsequent day of absence) and advise when they are expected to return.
- Provide the school with more than 1 emergency contact number for their child [if you have early years provision, add: If the child is in the Early Years Foundation Stage, provide more than 2 emergency contact numbers, where possible]
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting our Pastoral Lead, Jay Palmer, who can be contacted via telephone (01225) 863444 or via e-mail: Jay.Palmer@christchurch.wilts.sch.uk.

3.8 Pupils

Pupils are expected to:

Attend school every day, on time. Late marks are viewed as being an unauthorised absence for that session.

4. Recording attendance

4.1 Attendance register

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

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

- Present
- Attending a place other than school
- Absent
- Absent – unable to attend due to unavoidable causes

Any amendment to the attendance register will include:

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

See Appendix 1 for the DfE attendance codes.

We will also record:

- [For pupils of compulsory school age] whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

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

The school day starts at 8.40 and ends at 3.20.

Pupils must arrive in school by 8.50 each school day.

The register for the first session will be taken at 9.00 and will be kept open until 9.20. The register for the second session will be taken at 1.15 and will be kept open until 1.35.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9.00, or as soon as practically possible, by calling the school [admin/office] staff, who can be contacted via (01225) 863444 or via e-mail – absence@christchurch.wilts.sch.uk.

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

Where there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

4.3 Planned absence

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

Parents need to get a form from the office.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

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

4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

4.5 Following up unexplained absence

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may visit the home and/or contact the Police.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent

- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary
- Where relevant, report the unexplained absence to the pupil's social worker and/or youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

Where support is not appropriate, not successful, or not engaged with: [issue a notice to improve, penalty notice or other legal intervention (see section 7 below), as appropriate]

4.6 Reporting to parents

The school will regularly inform parents (see the definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence level.

5. Authorised absence

5.1 Approval for term-time absence

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

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview for employment or for admission to another educational institution
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

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

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

- Medical emergencies
- Family emergencies (e.g. death of a relative)]

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

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

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

Any request should be submitted as soon as it is anticipated and, where possible, as soon as possible 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.

5.2 Other reasons for authorised absence

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart for religious observance
- Parent(s) travelling for occupational purposes – a pupil is a mobile child if their parent is travelling in the course of their trade or business and the pupil is travelling with them. In these circumstances a pupil will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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

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

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are close

6. Strategies for promoting attendance

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

Supporting pupils with poor attendance

Our school will make use of the full range of support and potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

6.1 Attendance Contract

The Headteacher and Pastoral Lead will invite parents to a School Attendance Meeting (SAM). We use attendance contracts as a form of attendance support.

An attendance contract is a formal written agreement between a parent and the school to address irregular attendance at school. An attendance contract is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Parents cannot be compelled to enter an attendance contract, and the school cannot agree an attendance contract in a parent's absence.

Where an attendance contract would be an appropriate form of support, the school will arrange a meeting with the parent (and pupil if they are old enough to understand) to discuss how we can work in partnership to improve the pupil's attendance.

Where parents fail to comply with an agreed attendance contract, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents to seek explanations and determine whether the attendance contract remains useful. Where there is further non-compliance following these discussions, the school may take further action.

6.2 Education supervision order

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

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

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

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

6.3 Notice to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

A notice to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

It will include:

- Details of the pupil's attendance record and of the offences

- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued, or prosecution considered, if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

6.4 Penalty notices

The headteacher (or assistant headteacher, authorised by the headteacher), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, we will check with the local authority before doing so and send the local authority a copy of any penalty notice issued.

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

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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

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

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

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

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

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

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

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

If the school becomes aware of barriers that relate to the pupil's needs, we will inform the local authority. Our Pastoral Lead will work with parents to look at what barriers may be hindering attendance. An action plan will be set up between school and parents/pupil. This plan will be regularly monitored and reviewed. An example of trying to overcome barriers is the use of The Nest (Enhanced Provision) which enables pupils to come in earlier and to participate in low stakes activities with skilled staff present to mitigate any anxieties.

7.2 Pupils absent due to mental or physical ill health

A reduced timetable may be appropriate and/or remote education. We will work with our families to ensure they feel supported and included in any plans.

7.3 Pupils absent due to other barriers to attendance

Christ Church CE Primary has several approaches when working with parents of pupils who

- have SEND
- are disadvantaged
- are known (or previously known) to children's social care
- have other barriers to attendance (e.g. young carers)

Key Actions

1. Early Identification & Monitoring

- Use attendance data to flag patterns quickly.

- Cross-reference with SEND register, pupil premium list, social care history, and young carers register.

2. Reasonable Adjustments

- Flexible start/finish times where appropriate.
- Access to quiet spaces or sensory breaks for SEND pupils.
- Homework adaptations for pupils with caring responsibilities.
- Transport support if needed.

3. Targeted Interventions

- **SEND:** Work with SENCO to review EHCP or support plan; involve external agencies if necessary.
- **Disadvantaged:** Offer early start in The Nest, uniform support, and mentoring.
- **Social Care:** Liaise with social worker; ensure safeguarding plan includes attendance.
- **Young Carers:** Provide pastoral support, homework clubs, and emotional wellbeing check-ins.

4. Communication & Partnership

- Regular contact with families to understand barriers.
- Multi-agency collaboration (social care, health, charities).
- Use restorative conversations rather than punitive measures.

5. Escalation & Support

- If absence persists, convene a **Team Around the Child** meeting.
- Document all adjustments and interventions before considering formal attendance procedures.

In line with Ofsted's criteria for 'expected standard' for attendance and behaviour Christ Church CE Primary School will make any reasonable adjustments and/or interventions should be timely and appropriate, well-chosen and targeted.

Where a pupil has an education health and care (EHC) plan and their attendance falls, the school will inform the local authority.

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

Principle:

When a pupil cannot attend school for an extended period due to unavoidable circumstances (e.g., medical treatment, recovery, family crisis), the school will ensure continuity of education and wellbeing through proactive planning and support.

1. Identification & Communication

- Parents/carers must inform the school promptly with evidence (e.g., medical note).
- Designated staff member (Attendance Lead or Pastoral Lead) logs absence and initiates support plan.

2. Individual Support Plan

- **Lead:** SENCO or Pastoral Lead coordinates.
- **Content:**
 - Expected duration of absence
 - Educational provision (remote learning, work packs, online platforms)
 - Wellbeing check-ins schedule
 - Adjustments for SEND or vulnerable pupils

3. Education Continuity

- **Remote Learning:** Access to online lessons, recorded sessions, or virtual classroom.
- **Work Packs:** Printed resources for pupils without digital access.
- **Tutoring:** Consider 1:1 or small group online tuition for core subjects.

4. Wellbeing & Safeguarding

- Weekly check-ins via phone/video call.
- Liaise with social care if pupil is known or previously known.
- Offer counselling or mental health support if needed.

5. Reintegration Plan

- Gradual return with flexible timetable if required.
- Catch-up sessions for missed learning.
- Peer support or buddy system.

6. Monitoring & Review

- Review plan every 2–4 weeks.
- Adjust provision based on pupil progress and health updates.

7.5 Prolonged absence for children in the EYFS

1. Immediate Communication

- Contact parents promptly to understand the reason and expected duration.
- Share reassurance and outline support options.
- Confirm safeguarding arrangements if child is vulnerable (SEND, disadvantaged, social care involvement, young carer).

2. Maintain Connection

- **Regular Contact:** Weekly phone/video calls with child and family.
- **Familiar Faces:** Key person or class teacher leads communication.
- **Personal Touch:** Send photos, videos, or voice notes from staff and peers to keep the child feeling included.

3. Home Learning Support

- Provide **play-based activity packs** linked to EYFS areas of learning.
- Share **short video clips** of songs, stories, and routines from the classroom.
- Suggest **simple home activities** using everyday items (e.g., counting with toys, mark-making with household materials).

4. Emotional Wellbeing

- Encourage parents to keep a **visual timetable** at home for consistency.
- Share strategies for maintaining routines and reducing anxiety.
- Offer virtual story time or circle time sessions if possible.

5. Reintegration Plan

- **Gradual Return:** Short sessions initially if needed.
- **Familiarisation:** Invite child for a visit before full return.
- **Peer Support:** Pair with a buddy or small group for comfort.

6. Monitoring & Review

- Keep a log of contact and support provided.
- Review every 2 weeks with family and adjust plan as needed.

In cases of prolonged absence, or when a child is absent without notification, we will attempt to contact the child's parents and alternative emergency contacts.

When deciding whether a child's absence should be considered prolonged, we will consider the:

- Patterns and trends in the child's absences and their personal circumstances
- Vulnerability of the child and their parents, as well as the circumstances of their home life

We will also implement our safeguarding procedures (see our child protection/safeguarding policy [on our school website] refer any concerns to local children's social care and/or request a police welfare check.

8. Attendance monitoring

8.1 Monitoring attendance

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

Specific pupil information will be shared with the DfE on request.

[The school has granted the Local Authority and Department of Education access to its management information system so the data can be accessed regularly and securely.]

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the governing board.

8.2 Analysing attendance

The school will:

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

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis

- Provide targeted support to the pupils we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 9.4 below)
- Provide regular attendance reports to [class teachers], to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 7, above).

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Safeguarding, Well-being and Inclusion

Committee (SWI) of the Governing Body. At every review, the policy will be approved by the full governing board.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Supporting pupils with medical conditions
- Pupil mental health and wellbeing
- EYFS policy

