



Attendance Policy

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The Attendance Policy is central to the mission statement and the aims and objectives of Cardinal Heenan Catholic High School.

Our Mission Statement

Our aim is to inspire excellence by encouraging every individual to be the person that God calls us to be.



As a Catholic community, our values and mission are rooted in Jesus' words in John 10:10, 'I have come that they may have life and have it to the full'.

We seek to help our students flourish in all areas of their lives.

The Catholic Christian community at Cardinal Heenan endeavours to help students to know and build a relationship with Jesus Christ and to live the Catholic faith through prayer, sacraments and service. We are committed to making learning challenging and enjoyable for all so that we will secure the best outcomes and remain lifelong learners who are committed to seeking truth.

We strive to help all to learn and grow, treating one another with respect and generosity, whilst supporting parents as the first and most important educators of our children. **Our aim is to inspire excellence by encouraging every individual to be the person that God calls us to be**, in preparation for this life and the life to come.

Introduction

Cardinal Heenan Catholic High School is a happy, harmonious learning community, where pupils feel safe and secure. School life is characterised by a calm, purposeful environment underpinned by relationships built upon mutual respect. Excellent attendance and punctuality are key to ensuring that our students achieve the best possible outcomes supporting parents as the first and most important educators of our children. Positive attendance enables our students to flourish by experiencing our strong curriculum model, fantastic teaching, established pastoral care and a varied extra-curricular offer, which includes creating opportunities to enrich pupils' lives with prayer, sacraments and service.

It is the responsibility of pupils, parents/carers and school to work in partnership to ensure all our children are able to access all that Cardinal Heenan Catholic High School has to offer. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance this partnership should work together to remove any barriers to attendance by building relationships and achieving a shared understanding of what these barriers may be.

Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policy and strategy relating to teaching and learning, curriculum planning, behaviour, safeguarding, special educational needs support, pastoral care, mental health and wellbeing.

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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

Taken from Working together to improve attendance:

- “The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.” (Paragraph 10)
- “Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.” (Paragraph 11)

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](#)
- Part 3 of the Education Act 2002
- Part 7 of the [Education and Inspections Act 2006](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- The [Equality Act 2010](#)

It also refers to:

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

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

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

The named governors for attendance are Mr Shaun Vickers

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 members of the senior leadership team 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 Annette Powell-Wiffen and can be contacted via the school office info@cardinalheenan.com or 0113 8873240

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/members of the senior leadership team (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Mrs Anna Marks (Student Services Manager) can be contacted via email ams@cardinalheenan.com or via the school office 0113 8873240

3.5 Teachers, Tutors, Heads of Year and Assistant Heads of Year

- Complete the register at the start of each session (morning and afternoon)
- Monitor daily patterns of attendance and punctuality
- Make parents aware of concerns over irregular attendance
- Input attendance data onto the system
- Take actions where concerns have been identified
- Inform parents of individual pupils attendance record
- Meet with parents whose children's attendance causes concern
- Be alert to early signs of disaffection or any Safeguarding issues which could culminate in non-attendance and report these concerns as soon as possible
- Work with Student Services Manager / Attendance Officer in requesting medical evidence if a pupil's attendance is below 90% or if there has been 3 periods of absence.
- Work with Student Services Manager / Attendance Officer in making referrals to the Local Authority School Attendance Service
- Work with Student Services Manager / Attendance Officer in requesting Penalty Notices to be issued for unauthorised leave in term time.
- Work with Student Services Manager / Attendance Officer in requesting Penalty Notices for unauthorised absence

3.6 School Admin/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 relevant staff 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 on time
- Call the school to report their child's absence before 08:50 on the day of the absence (and each subsequent day of absence where return date has not been clarified), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting Tutor, Head of Year, Assistant Head of Year or Attendance Officer who can be contacted via the school office info@cardinalheenan.com or 0113 8873240

3.8 Pupils

Pupils are expected to:

- Attend school every day
- Attend school punctually
- Attend every timetabled lesson on time
- Attend school appropriately prepared for the day
- Discuss promptly with their Tutor, Class Teacher, Head of Year or Attendance Officer any problems that deter them from attending school

4. Recording attendance

4.1 Attendance register

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

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

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

Any amendment to the attendance register will include:

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

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

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

The school day starts at 08:50 and ends at 15:20.

Pupils must arrive in school by 08:50 on each school day.

The register for the first session will be taken at 08.55 and will be 'kept open' until 09.25. The register for the second session will be taken at 13:40 and will be kept open until 14:10.

4.2 Unplanned absence

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 absence line 0113 8873241 stating the reason for the absence. Please also ring if your child is going to be late.

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.

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. A form must be completed which is available on request for any term-time absence request.

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

Being late to school has a significant impact on the amount of learning time lost over a school year. The table below will help you understand how much time is lost by being regularly late.

Minutes late per day	Number of days over a year
5 minutes	3.4 days
10 minutes	6.9 days
15 minutes	10.3 days
20 minutes	13.8 days
30 minutes	20.7 days

Late arrival to school is unacceptable. If a student is not in their tutor room by 8.55am they will receive Code L on the register. Tutor time finishes at 9.10am and any student that arrives after 9.25am will be marked as absent using Code U, or another absence code that it is more appropriate. Cardinal Heenan Catholic High School is alert to patterns of late arrival and as such late arrival could provide grounds for prosecution or a Penalty Notice being issued.

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:

- Contact the pupil's parent/carers on the morning of the first day of unexplained absence to ascertain the reason. This contact will be a text message. On receipt of this message, if parent/carers expects their child to be in school, they must contact school immediately as this becomes a safeguarding concern. If the school cannot reach any of the pupil's emergency contacts, the school may follow procedures to safeguard students in line with our safeguarding and child protection policy.
- 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
- Contact 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/education welfare 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: school will issue a notice to improve, penalty notice or other legal intervention (see section 7 below) as appropriate.

4.6 Reporting to parents

The school will regularly inform parents (see the definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels. Attendance is readily available to parents using the classcharts app, attendance figures are provided at each attainment, BfL and HwK report and we issue attendance specific reports home each half term.

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.

Absence in term time will only be considered if parents/carers make a request to the school on the appropriate "Application for Exceptional Absence" form giving exceptional reasons why the application for absence has been requested and provide information to support their application. Please note that requests for holidays in term time or term time leave for reasons such as parental work commitments, visiting relatives at home or abroad, or cost, do not constitute exceptional circumstances and therefore will not be authorised.

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

5.2 Other reasons for authorised absence

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

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

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

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

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

6. Attendance culture – how we support good 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.

As laid out in our Behaviour Policy, we promote and prioritise intrinsic motivation in line with our three principles:



Our greatest strength, in relation to good attendance, is our understanding that it is working to our mission statement that creates an atmosphere where students want to attend regularly and experience all that Cardinal Heenan has to offer.

Within our universal offer:

- We endeavour to help pupils to know and build a relationship with Jesus Christ
- Make learning challenging and enjoyable for all so that we will secure the best outcomes and remain lifelong learners committed to seeking truth
- We strive to help all to learn and grow, treating one another with respect and generosity
- Inspire excellence by encouraging every individual to be the person that God calls us to be

We achieve this through a strong curriculum model, fantastic teaching, established pastoral care and a varied extra-curricular offer, which includes creating opportunities to enrich students' lives with prayer, sacraments and service.

As well as our universal offer, we understand the importance of supporting students in recognising their achievements and throughout the year include various strategies including year group and tutor group trophies/certificates for 100% attendance. At different stages of the year we also use targeted rewards/incentives based on a particular cohort or particular timing of the school year where there is targeted/specialist/individual support needed. Wherever possible we will target and promote the "intrinsic" motivation, involving parents as the first educators of their children by celebrating good and improved attendance by contacting parents/pupils to congratulate their child.

7. Supporting pupils with poor attendance

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

7.1 Attendance contract

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.

7.2 Education supervision order

In cases where voluntary early help plans and/or 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.

7.3 Notice to improve

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

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

It will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support or to access previously provided support that was not engaged with

- A clear warning that a penalty notice may be issued, or prosecution considered, if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

7.4 Penalty notices

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

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

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

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

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

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

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

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

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

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

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

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

The school is committed to securing high levels of attendance for all pupils. We promote a culture of high expectations and inclusion, recognising that strong attendance is essential to pupils' achievement, wellbeing and wider development.

We also recognise that some pupils and groups of pupils face additional barriers to attendance. In line with our duties under the Equality Act 2010 and our commitment to the United Nations Convention on the Rights of the Child (UNCRC), we take a proportionate, pupil-centred approach to attendance. This ensures that all pupils are supported to access education and are not disadvantaged by their individual circumstances.

Knowing Our Pupils Well

The school ensures that staff:

- Have a strong understanding of pupils' individual contexts and needs
- Identify early any emerging patterns of absence or disengagement
- Use attendance information intelligently to target support where it is most needed

Leaders and staff work together to ensure that pupils and families are known, understood and supported, particularly where attendance is a concern.

Removing Barriers to Attendance

Where absence occurs, the school seeks to identify and address the root causes promptly. This may include barriers related to:

- Special educational needs and/or disabilities (SEND)
- Physical or mental health needs, including anxiety-based school avoidance
- Safeguarding concerns or family circumstances
- Socio-economic disadvantage
- Language or cultural factors

The school will:

- Work in partnership with families, building positive and trusting relationships
- Put in place appropriate, timely and targeted support
- Make reasonable adjustments where required
- Involve external agencies where additional expertise or support is needed

Supporting Vulnerable Groups

Particular attention is given to the attendance of vulnerable groups, including:

- Pupils with SEND
- Disadvantaged pupils

- Pupils with medical or mental health needs
- Young carers and pupils with safeguarding needs
- Children known to social care
- Pupils with English as an additional language (EAL)

For these pupils, leaders ensure that:

- Barriers are understood and addressed through carefully tailored support
- Strategies are regularly reviewed for impact
- Attendance expectations remain high, alongside appropriate support

A Consistent and Equitable Approach

The school applies this policy consistently while ensuring that responses are fair, proportionate and responsive to individual need. We do not adopt a 'one size fits all' approach; instead, we balance high expectations with appropriate support so that all pupils can attend regularly and thrive.

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

8.2 Safeguarding and Children Missing Education

Children and young people may be at risk of harm if they do not attend school regularly.

Safeguarding the interests of each child and young person is everyone's responsibility and within the context of the ARM Cluster, promoting the welfare and life opportunities of all children and young people encompasses: Attendance, Behaviour Management, Health and Safety, Access to the Curriculum and Anti- bullying.

Children who are missing education are at greater risk than those who are seen regularly in school. These risks include:

- | | |
|-----------------------------|-------------------------|
| • Child Sexual Exploitation | • Domestic Violence |
| • Radicalisation | • Honour Based Violence |
| • Female Genital Mutilation | • Human Trafficking |
| • Modern Day Slavery | • Neglect |
| • Forced Marriage | |

Safeguarding the interests of each child is everyone's responsibility and within the context of this school, promoting the welfare and life opportunities for your child encompasses:-

- Attendance
- Behaviour Management
- Health and Safety
- Access to the Curriculum
- Anti- bullying

This Attendance Policy is part of broader suite of Safeguarding Policies including the schools Child Protection Policy.

9. Attendance monitoring

9.1 Monitoring attendance

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

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

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

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

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

9.2 Analysing attendance

The school will:

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

9.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 9.4 below)
- Provide attendance reports to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding 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

9.4 Reducing persistent and severe absence

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

The table below shows an indication of approximately how many sessions a pupil needs to miss per half term to meet the threshold of persistent absenteeism.

HALF TERM	Number of sessions (1 session = ½ day)	Number of Days
1	7 sessions	3.5 Days
2	14 sessions	7 Days
3	20 sessions	10 Days
4	25 sessions	12.5 Days
5	31 sessions	15.5 Days
6	38 sessions	19 days

Average attendance of 85-90% over 5 school years equates to pupils missing half a school year of education.

Average attendance of 80% over 5 school years equates to pupils missing a whole school year.

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)
- Make use of current best practice including suitable strategies as recommended by Leeds Educational Psychology Team regarding Extended School Non-Attendance: Guidance, Advice and Resources for School Staff (March 2021)

The table below shows our level indicator for attendance, identifying risk of underachievement. The figures are based on Department for Education published [research in 2016](#)* which found that: pupils

with no absence are 2.2 times more likely to achieve 5+ GCSEs A* - C or equivalent including English and Mathematics than pupils that missed 15-20% of KS4 lessons. For the purposes of our level indicator we have used 4 as the grade C equivalent.

Category	Level	% Attendance	Weeks per year	Days per year	Hours of lessons missed	% Chance of attaining 5 Grade 4-9 including English and Maths*
Perfect attendance: No risk of underachieving	Level 1	100	0 days	0 days missed	0	78.7
Excellent attendance: Little risk of underachieving	Level 2	98-99.99	3 days	½ to 3 days missed	Up to 15 hours missed	
Risk of underachieving	Level 3	97-97.99	1 week	3 ½ to 5 days missed	Up to 25 hours missed	69.1
	Level 4	95-96.99	1.5 weeks	5 ½ to 9 ½ days missed	Up to 47.5 hours missed	
Serious risk of underachieving	Level 5	93-94.99	2 weeks	9 ½ to 13 days missed	Up to 65 hours missed	Less than 52.8
Severe risk of underachieving	Level 6	90-92.99	3 weeks	13 ½ to 18 ½ days missed	More than 65 hours missed	
Extreme risk of underachieving	Level 7	89.99 and below	More than 3.5 weeks missed	19 or more days missed	More than 95 hours missed	Less than 35.6

Recent data analysis by the Department for Education ([May 2022](#)) found similar trends including:

- “Pupils who did not achieve grade 9 to 4 in English and maths GCSEs in 2019 had an overall absence rate of 8.8% over the key stage, compared with 5.2% among pupils who achieved a grade 4 and 3.7% among pupils who achieved grade 9 to 5 in both English and maths.”
- “Among pupils with no missed sessions over KS4, 83.7% achieved grades 9 to 4 in English and maths compared to 35.6% of pupils who were persistently absent.”

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum [insert frequency] by [name/job title of individual]. At every review, the policy will be approved by the full governing board.

11. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Supporting pupils with medical conditions

Appendix 1: attendance codes

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

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

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

		in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays