

Attendance Policy



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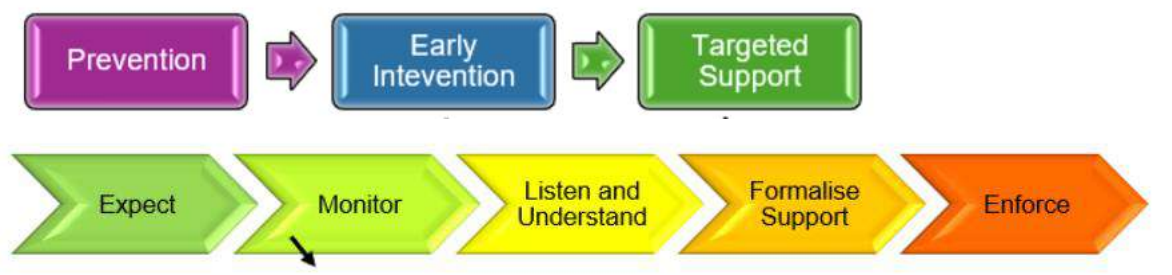
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1.Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and reducing absence, including persistent absence
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to 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 Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) 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 Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

This policy also refers to the DfE's guidance on

- [School census guidance](#)
- [Keeping Children Safe in Education](#) 2026
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

3.Roles and responsibilities

3.1 The local governing body

The local governing body is responsible for:

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

3.2 The headteacher

The headteacher is responsible for:

- 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
 - Working with the parents 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 through all available channels
- Issuing fixed-penalty notices, where necessary
- Sharing effective practice on attendance management via Headteacher Board and attendance leads.

The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) will work closely with the Attendance Officer, Attendance Lead and pastoral teams to ensure attendance concerns are considered within the school's safeguarding systems.

The DSL and DDSL is responsible for:

- Monitoring attendance patterns that may indicate safeguarding concerns.
- Reviewing cases of persistent absence, severe absence and unexplained absence.
- Supporting attendance staff in identifying vulnerable pupils.
- Ensuring attendance concerns are considered alongside behaviour, welfare and safeguarding information.
- Making referrals to Children's Services and other agencies where attendance concerns indicate potential risk of harm.
- Supporting Children Missing Education procedures.
- Ensuring attendance concerns are appropriately recorded and acted upon in line with the school's safeguarding procedures.

The Senior Attendance Champion

The Senior Attendance Champion is Nicola Van Zyl and will:

- Provide strategic leadership for attendance across the school.
- Ensure attendance is recognised as a safeguarding, wellbeing and educational priority.
- Promote a whole-school culture of excellent attendance and punctuality.
- Monitor attendance data regularly, identifying trends, patterns and groups of pupils requiring support.
- Work closely with the Attendance Officer, pastoral teams, SENDCo, Designated Safeguarding Lead (DSL) and external agencies to remove barriers to attendance.

- Ensure early intervention and support are in place for pupils at risk of persistent or severe absence.
- Lead attendance reviews and contribute to multi-agency meetings where attendance is a concern.
- Ensure attendance concerns are considered alongside safeguarding, wellbeing and SEND information.
- Report attendance trends, interventions and outcomes to the Headteacher and Local Governing Body.
- Ensure staff receive appropriate training and guidance in relation to attendance procedures and expectations.
- Keep up to date with statutory attendance guidance and ensure the school's attendance processes remain compliant with current legislation and Department for Education guidance

3.3 The attendance officer

The school attendance officer:

- Monitoring and analysing attendance data across the school and at an individual pupil level
- 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
- Reports concerns about attendance to the school leader responsible (AHT, HT, HoS)
- Works with education welfare officers to tackle persistent absence
- Arranges calls and meetings with parents to discuss attendance issues
- Advises the headteacher when to issue fixed-penalty notices

3.4 Class teachers and form tutors

Class teachers and form tutors are responsible for recording attendance daily, using the correct codes, and submitting this information to the school office.

3.5 School office staff / attendance team

These staff are expected to take calls from parents about absence and record it on the school system.

3.6 Parents / Carers

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/Carers are expected to:

- Make sure their child attends every [day/timetabled session] on time

- Call the school to report their child's absence before [time, e.g. 9am] 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
- Ensure that, where possible, appointments for their child are made outside of the school day
- [Insert if you and/or your local authority use attendance contracts] 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 [name/role, e.g. head of year, pastoral lead or family liaison officer], who can be contacted via [telephone number and/or email address]

3.7 Pupils

Pupils are expected to:

- Attend every timetabled session, on time.

4. Recording attendance

4.1 Attendance register

We will keep an 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:

- Present
- Attending an approved off-site educational activity such as:
 1. Field trips and educational visits
 2. Sporting activities
 3. Link courses or approved education off site activities
 4. Most types of dual registration
- Absent
- Unable to attend due to exceptional circumstances

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 8.55am and ends at 3:25pm.

Pupils must arrive in school by 8.50am each school day.

The register for the first session will be taken at 9.00am and will be kept open until 9:10am. The register for the second session will be taken at 12:20pm and will be kept open until 1:00pm.

4.2 Unplanned absence

The pupil's parent/carer must notify the school the reason for an unplanned absence by 8:55 or as soon as practically possible (see also section 7), by calling Student Services staff.

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness. Where the absence is longer than 5 days, or if the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer 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 with the authenticity of the illness, the absence will be recorded as unauthorised, and parents/carers will be notified

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised if the pupil's parent/carer notifies the school in advance of the appointment by providing an appointment letter or card.

If parents need to request leave for their child, then a leave of absence form for exceptional circumstances needs to be completed. This can be accessed [here](#).

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 and return to school afterwards if possible. Evidence of the appointment may be requested.

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to 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

Please note that if students arrive at school after 8:55 a late mark will be recorded. If a child arrives after 9:25 they must sign in at reception. If a child arrives after 9.25am they must report to the attendance office, and it will be recorded as 'late after close of register' and counted as an unauthorised absence for the morning session.

4.5 Following up unexplained absence

Where any child we expect to attend school does not attend, or stops attending, 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 request a welfare check by 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. If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to the pupil's 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: The school may issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate.
- Where a child's whereabouts cannot be established, where emergency contacts cannot be reached, or where attendance patterns indicate a potential safeguarding concern, the matter will be escalated immediately to the Designated Safeguarding Lead and managed in accordance with the school's Child Protection and Safeguarding Policy.

4.6 Reporting to parents

Parents can keep up to date with their child's attendance using EduLink. They will also be informed of summative attendance as part of each term's report.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will only grant a leave of absence to pupils during term time for certain educational activities, or to attend other schools or settings.

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
- 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 a one-off events which are unavoidable.

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, considering the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school website. The headteacher may require evidence to support any request for leave of 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
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)
- Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, 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 approved by the school as part of the students' careers curriculum. 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

5.2 Sanctions

Our school will make use of the full range of 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.

Penalty notices

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

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

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- 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

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).

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.

Notices 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.

Notices 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.

They 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 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

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6.Strategies for promoting attendance

The Priory School encourages regular attendance in the following ways;

- by providing a caring and welcoming learning environment
- by responding promptly to a child or parent's concerns about the school or other pupils
- by accurate and punctual completion of registers during morning and afternoon registration (see Punctuality and Lateness).
- by publishing attendance statistics
- by celebrating good attendance via the school website, newsletters, emails, interform competitions, House Competitions, assemblies, and certificates. We continue to investigate further methods to celebrate attendance in line with our rewards policy.
- The lead on Attendance will monitor pupils' attendance with the attendance team within school, Governors, the Home School Link Workers, and the Inclusion Services.
- by informing parents/carers in writing of irregular attendance, including lateness,
- inviting parents/carers into school to discuss possible issues and how to support the students / family in raising attendance
- by if necessary, arranging meetings with parents/carers
- by referring the families to the attached Inclusion Officer if the irregular attendance continues

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

The Priory School will:

- Identify and understand the underlying barriers, which may include SEND needs, mental health, emotionally based school avoidance, social care involvement, or family circumstances.
- Ensure the student's voice is central to all planning and decision-making.
- Work collaboratively with parents/carers to build a shared understanding of the difficulties and agree supportive next steps.
- Involve relevant professionals (e.g., SEND, pastoral teams, mental health services, social care, Early Help) to create a coordinated plan where necessary.
- Review existing support plans (e.g., SEN Support, EHCP, pastoral plans) and update them where necessary.
- Provide tailored, proportionate interventions that directly address the identified barriers.
- Consider a structured, gradual reintegration plan where appropriate, with clear routines, expectations and regular check-ins.
- Monitor progress closely and adjust support promptly if barriers persist or new needs emerge.
- Maintain strong safeguarding oversight, ensuring the pupil's safety and wellbeing remain central throughout any period of absence.
- Keep accurate records of all actions, meetings, interventions and communication with families and agencies.

7.2 Pupils absent due to mental or physical ill health or SEND

The Priory School will:

- Identify the nature of the health or SEND need and how it affects attendance, using information from families, medical professionals, and SEND staff.
- Ensure the student's voice is central, particularly when anxiety, mental health, or sensory needs contribute to absence.
- Work collaboratively with parents/carers to understand symptoms, triggers, and any changes in the pupil's condition.
- Involve relevant professionals, such as GPs, CAMHS, school nurses, SEND specialists, social care, or Early Help, to build a shared understanding of need.
- Review existing plans (SEN Support, EHCP, pastoral plans, medical plans) and update them to reflect current barriers to attendance.
- Provide reasonable adjustments under the Equality Act 2010, ensuring the pupil can access education in a way that meets their needs.
- Consider flexible or adapted timetables only when necessary, time-limited, and part of a clear reintegration plan.
- Offer targeted interventions, such as wellbeing support, mentoring, safe spaces, sensory breaks, or curriculum adaptations.
- Monitor attendance and wellbeing closely, ensuring early intervention if absence patterns worsen.
- Maintain strong safeguarding oversight, recognising that prolonged absence due to ill health or SEND may increase vulnerability.
- Ensure communication is consistent and supportive, with regular check-ins and clear expectations shared with families.
- Record all actions, decisions, and professional involvement to ensure transparency and compliance with statutory guidance.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

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

The Priory School will

- Gather relevant information from parents/carers and professionals to understand the reason for absence and any ongoing needs.
- Ensure the pupil's voice is central, allowing them to express concerns, anxieties, or support needs before returning.
- Complete a reintegration meeting with parents/carers to agree expectations, routines, and any adjustments required.
- Review existing plans (SEN Support, EHCP, medical plans, pastoral plans) and update them to reflect current needs.

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- Provide a structured reintegration plan, which may include phased return, reduced timetable (time-limited), safe spaces, or additional adult support.
- Ensure staff are aware of the pupil's circumstances and any agreed strategies, so the pupil receives consistent support across the school.
- Monitor attendance closely during the reintegration period, with regular check-ins to assess progress and wellbeing.
- Offer targeted interventions such as mentoring, wellbeing support, catch-up sessions, or curriculum adjustments to rebuild confidence.
- Address any barriers early, including anxiety, gaps in learning, friendship issues, or sensory needs.
- Maintain strong safeguarding oversight, recognising that pupils returning from long absences may be more vulnerable.
- Communicate clearly and consistently with families throughout the reintegration period.
- Record all actions, meetings and decisions to ensure transparency and compliance with statutory guidance.

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 daily

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.

Attendance is monitored weekly and an action is put in place following every episode of absence. Our attendance process will follow a staged approach, allowing opportunities for communication, support and intervention before more formal action is considered:

- Episode 1: Form Tutor phone call
- Episode 2: Attendance Team phone call
- Episode 3: Head of Year meeting and, where appropriate, an Attendance Contract
- Episode 4: Involvement of the Senior Leadership Team, Safeguarding Team and/or SEND and Inclusion Team where further support or intervention is required
- Episode 5: Review meeting to consider progress and next steps
- Episode 6: Penalty Charge Notice (PCN), where the relevant Government threshold has been met and support has been offered
- Absences of three consecutive days or more may result on a home visit
- Absence of 5+consecutive day could result in. Your child being reported to Surrey Council as missing from education.

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 Priory 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 it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to tutors to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding leads and pupil premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place 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

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- 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, including the Education Welfare and safeguarding services.
- 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 5.2, above)
- All pupils identified as severely absent (attendance below 50%) will be reviewed jointly by the Attendance Lead and Designated Safeguarding Lead to determine whether additional safeguarding assessment, multi-agency support or intervention is required.
- Complete home visits following 3 consecutive days of absence, or on the first day of absence for vulnerable students
- Refer to internal SEND and Mental health services within school where necessary

9.Changing School

It is important that if families decide to send the child in their care to a different school that they inform the school in writing immediately. A pupil will not be removed from the school roll until the following information has been received,

- the dates the pupil will be leaving this school and starting the next
- the address of the new school
- notification from the new school that the pupil has started there
- the new home address if it is known

School staff will then confirm with the parents the leaving date for their child. Following this date, the pupil's school records will be sent on to the new school as soon as possible and within ten days of the child leaving. The Pupil Tracking Office at County Hall will also be sent appropriate information within ten days of anyone leaving or joining the school. If no notification is received from a new school, then the child's name will not be removed from the school's roll until after an investigation by the Inclusion Service.

Children Missing Education

The school recognises that children missing education (CME) are at increased risk of abuse, neglect, exploitation and other safeguarding concerns.

Where a pupil's whereabouts are unknown:

- The school will undertake reasonable enquiries to establish the pupil's whereabouts, including home visits
- The school will work with the Local Authority and other relevant agencies.
- The Designated Safeguarding Lead will be informed and involved in all relevant cases.

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- Pupils will only be removed from roll in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.
- Appropriate safeguarding records will be maintained throughout the process.

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum three years by the Senior Attendance Champion. At every review, the template policy will be approved by the CEO and the school specific policy by the Headteacher.

11. Links with other policies

This policy links to the following policies:

- Safeguarding policy
- Behaviour policy
- Child Protection Policy

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