



Transform Trust Attendance Policy

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MISSION:

TOGETHER WE CAN ACHIEVE

Be kind to one another and build each other up. 1 Thess 5:11

VISION:

WE AIM TO DEVELOP A PASSION FOR LIFELONG LEARNING
EXPLORING LIFE IN ALL ITS FULLNESS
WITH HOPE AND ASPIRATION
THROUGH A WORLD CLASS EDUCATION

I have come that they may have life, and have it to the full. John 10:10

SCHOOL VALUES:



Jeremiah 31:3

*I have loved you with an everlasting love;
I have drawn you with unfailing kindness.*



Psalms 118:24

*This is the day that the Lord has made;
let us rejoice and be glad in it.*



Psalms 133:1

*How good and pleasant it is when
God's people live together in unity!*



Jeremiah 29:11

*For I know the plans I have for you, declares the Lord.
Plans to prosper you and not to harm you,
plans to give you hope and a future.*

1. Mission Statement

Regular and punctual attendance is an essential prerequisite to effective learning.

At Sneinton St. Stephen's C of E Primary School, we aim to develop an ethos which demonstrates to children, parents/carers and the wider community how much we value good attendance and punctuality.

We expect all children to attend school every day.

2. Aims and Expectations

We are committed to meeting our obligation 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, 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 the benefits of good attendance.
- Reducing absence, including persistent and severe absence.
- Ensuring every child 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 ensure children have the support in place to attend school.

We will also promote and support punctuality in attending lessons.

Transform Trust schools will:

- Achieve 96+% total school attendance, apart from those children with chronic health issues as identified by a specialist (0.6% unauthorised and 3.4% authorised). Schools over 96% agree on a specific target.
- Create an ethos in which good attendance and punctuality are recognised as the norm and valued by the whole school community.
- Work in partnership so that all children realise their potential unhindered by unnecessary absence.
- Implement the Transform procedures for identifying, reporting and reviewing attendance and persistent lateness.
- Implement the Transform protocols for following up on non-attendance.
- Report half-termly, termly and annually on attendance data.
- Set quantifiable next steps to improve attendance and review the impact of these regularly with the Headteacher and the Trust's Attendance Lead - CEO.
- Appoint a designated Senior Leader for Attendance

3. Legislation and Guidance

This policy is based on the Department for Education's (DfE's) [Working Together to Improve School Attendance](#) from the Department for Education (DfE) and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). This guidance is based on the following pieces of legislation setting 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:

- [School Census Guidance.](#)
- [Keeping Children Safe in Education.](#)
- [Mental Health Issues Affecting a Pupil's Attendance: Guidance for Schools.](#)

4. Roles and responsibilities

All members of the school have a responsibility for attendance. The following includes a more specific list of responsibilities, which role-specific (attendance) individuals have:

a. Transform Trust via its Local Governing Bodies

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 supports 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 interpreting and analysing data.
- Sharing effective practice on attendance management and improvement across schools.
- Holding the headteacher to account for the implementation of this policy.

Schools may have a separate named Link Governor for attendance, or it may be part of the Safeguarding Governor's role.

Our named Link Governor is Carol Kay.

She can be contacted through our governance professional Ruth Palmer:

ruth.palmer@sneinton.nottingham.sch.uk

b. 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 including authorised and unauthorised attendance.
- Supporting staff with monitoring the attendance of individual children.
- Monitoring the impact of any implemented attendance strategies.
- Making referrals to EWO and issuing fixed-penalty notices, where necessary (final sign-off).
- Working with 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, care 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.

c. The designated Senior Leader responsible for attendance

The designated Senior Leader 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 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 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 Mark Lowe, Headteacher, and can be contacted via: mark.lowe@sneinton.nottingham.sch.uk

d. 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 when to issue fixed penalty notices.

Our Attendance Officer is Tom Buckmaster, who can be contacted via tom.buckmaster@sneinton.nottingham.sch.uk.

e. Class Teacher

Class teachers are responsible for recording attendance daily, using the correct codes (see Appendix 3), and submitting this information to the school office. They will:

- Maintain a daily register as per the law.
- Keep an overview of class and individual attendance looking particularly for poor overall attendance, anomalies in patterns of attendance and/or unusual explanations for attendance offered.
- Pass on all relevant information shared by parents/carers ensuring logged according to the policy
- Report on attendance at half-termly Pupil Progress meetings.
- Provide background information for referrals.
- Emphasise with the children the importance of good attendance.
- To role model good attendance and punctuality.
- Follow-up absences and lates with immediate requests for explanation where none is recorded.
- Discuss attendance at parent's evenings/consultations.
- Establish good relationships with parents so that early support can be offered to ensure children have good attendance and punctuality at school.

f. School Attendance Administration staff

School administrative staff will:

- Collate and record attendance information using Scholarpack by completing daily registers using appropriate codes.
- Take and record messages from parents related to absence.
- Make first point of contact by phone by **9.30 am** to parents/carers of absent children, recording as per policy.
- Follow-up text by **10.30 am** for absent children, as per policy.
- Record details of children who arrive late or leave the premises.
- Ensure all registers are complete and no missing marks or unexplained absences remain.
- Ensure records prior to census are complete so that attendance is accurately reported.

- To collate, maintain and update attendance data on relevant information management systems.
- To provide regular updates to staff on attendance.
- Complete a report on the attendance of any children below 95% and 50% for action by the Head/Attendance Lead.
- Any child below 95% and 50% to send a weekly report to either the Attendance Officer or the designated Senior Leader for attendance.
- Prepare and submit an online referral form to EWO regarding families identified for legal action, assisted by either the Attendance Officer; the designated Senior Leader for attendance or the Headteacher.
- Order and prepare relevant certificates/rewards etc.
- Contact the Attendance Officer or designated Senior Leader for attendance with details of home visits as a result of no reason for absence from parents/carers or if named on the monitoring list.
- Notify the Attendance Officer or designated Senior Leader of other safeguarding reasons which may be applicable and may result in a home visit.

g. Parents/Carers

Full attendance is essential to the all-round development of a child and they should be allowed to take full advantage of educational opportunities available to them by law. Poor attendance undermines their education and, sometimes, puts children at risk. The school will share the attendance Information with parents at each parent consultation meeting and more frequently where there are concerns.

Parents are expected to:

- Make sure their child attends school regularly and arrives on time.
- It is the **parents' responsibility** to contact the school **before 9:00 am** on the **first day** their child is absent. This is a **safeguarding matter** so that all parties know that your child is safe.
- Provide the school with at least two emergency contact numbers for their child.
- Ensure that where possible appointments for their child are made outside of the school day
- Children are expected to arrive by 8:50 am. All children who **arrive late must report to the school office** where they are registered, their meal requirements noted and the reason for lateness is recorded.
- 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 **Tracey Shilcock, our Office Administrator** at tracey.shilcock@sneinton.nottingham.sch.uk or by telephoning the school office on 0115 9151370.

h. Children

Children are expected to attend school every day on time.

5. Recording Attendance

a. Attendance register

We are required by law to call attendance registers twice daily - once at the start of the morning session and again during the afternoon session.

In considering attendance levels, the register is of paramount importance. Registers are legal documents. Should the parents/carers of a persistent non-attender be prosecuted by the Local Authority, then the information which the register contains will be the main source of evidence presented to the court. The regulatory requirements placed on schools with regard to the keeping of registers are to be found in [The Education and Inspections Act 2006](#) [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#).

We will place all children on this register. It will mark whether every child is:

- Present
- Attending an approved off-site educational activity
- 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 3 for the Department of Education's attendance codes).

We will also record:

- For children of compulsory school age whether the absence is authorised or not.
- The nature of the activity if a child is attending an approved educational activity.
- The nature of circumstances where a child 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.

Children must arrive at school on time on each school day.

b. 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 9:00 am or as soon as practically possible, by calling our Office Administrator, Tracey Shilcock on 0115 9151370 or leaving a message on the school answering system.

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 absence is longer than 5 days, or 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.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

c. 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.

To request a leave of absence (including holiday absence), we ask families to complete a 'Leave of Absence Request' form which is available from our school office. This should be completed and returned to Tracey Shilcock, our Office Administrator. A further discussion through a telephone call or in-person meeting may be arranged by our Attendance Officer, Tom Buckmaster, to discuss the request.

However, we encourage parents to make medical appointments outside of school hours when 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.

d. 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.

Where a pupil's lateness is repeated and/or affecting their access to teaching and learning, we may seek to meet with families to discuss barriers to attending on time and seek to support in overcoming those barriers wherever possible.

e. Following up on 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 parents 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, we may deploy our Attendance Officer to conduct a home visit. If we have still not managed to ascertain the reason for absence or locate the child, we may contact City MASH and/or 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 for which the pupil was absent.
- Call the parent 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, offer support to the pupil and/or parents to improve attendance.
- Identify whether the pupil needs support from wider partners and make the necessary referrals.

f. Reporting to parents

- Our home-school communication App 'Reach More Parents' informs parents and carers of their child's attendance daily and provides a percentage attendance over selected periods.
- Attendance information is shared with parents and carers during each termly Parent/Carer evening with class teachers.
- Attendance information is shared with parents and carers via each child's annual End of Year Report.
- On a bespoke basis, the school may provide more regular communications of a child's attendance if that child is being supported in overcoming barriers to their attendance.

6. Authorised and unauthorised absence

a. Approval for term-time absence

The Headteacher will allow pupils to be absent from the school site 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.
- 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 unexpected, unavoidable or outside our control.

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, at least 2 weeks before the absence and in accordance with any leave of absence request form. The headteacher may require evidence to support any request for a leave of absence.

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

- Illness (including mental health illness) and medical/dental appointments.

- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil’s parents belong.
- Parents 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 to 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 is 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.
- 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.

b. 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:

- 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.

7. Strategies for promoting attendance

Good attendance is rewarded in a variety of ways at Sneinton St. Stephen's using a mixture of individual, class and whole school incentives. These incentives might include:

- Sharing weekly attendance percentages for each class, along with weekly winners with parents and children via our weekly Merit Assembly, newsletters, dojo, attendance boards etc.
- Appointment of Junior Attendance Officer to promote and enhance pupil voice around attendance.
- Opportunities for the best attendance the previous week to be celebrated.

- The class with the highest weekly attendance % will receive a treat.
- The class with the best percentage for the half term will receive a class treat.
- Children who have met or exceeded the annual school attendance target or have significantly improved their attendance over the year will receive a certificate or medal.

In addition

- Classes may develop their own systems for celebrating and rewarding school attendance.
- Specific attendance targets may be met through the use of adult-friendly incentives and/or individual prizes.

8. Supporting pupils who are absent or returning to school

a. Pupils absent due to complex barriers to attendance.

We understand that some pupils face complex challenges that may impact their ability to attend school regularly. In these instances, we will work collaboratively with families, external agencies, and professionals to ensure that pupils receive the support they need. Our approach is built on strong communication, a commitment to understanding individual circumstances and working together to support the pupil in overcoming barriers to attendance.

Key strategies we use:

Holistic Family Support: Regular communications with families including opportunities to meet leaders in school or for arranged home visits. This allows us to gain a deeper understanding of any underlying issues and collaboratively create tailored support plans. This could include signposting families to universal or early help external services.

In-school adaptations: To help remove barriers within school, we may provide reasonable adjustments such as

- Time in our sensory-friendly Oasis Room or quiet areas for soft starts to school.
- Access to support staff, including Learning Support Assistants or our Learning Mentor and opportunities to be greeted by them on arrival.
- Flexibility and scaffolding within the curriculum to support children in overcoming any barriers.

Targeted interventions: we may offer interventions that are sensitive and tailored to the unique needs of individual children. This may include:

- *1 or small group sessions* with a Learning Mentor or school MHST Practitioner to address emotional, social, or mental health concerns.
- *Flexible timetabling* or reduced hours (when agreed upon) to gradually reintegrate pupils who have been absent for extended periods.
- *Peer buddy systems* to help foster connections with classmates and build confidence in social settings.

Positive Reinforcement: Attendance improvement may be celebrated and recognised through personalised reward systems so that children feel motivated and supported in their efforts. This might include:

- Individual rewards, such as certificates, stickers, or access to preferred activities for maintaining regular attendance.
- Celebrating small, achievable and measurable goals to build up confidence and maintain momentum.

Monitoring and Follow-up: Regular monitoring of attendance data will help us identify patterns and intervene early. Reviewing progress at agreed intervals ensures that we adjust support strategies as needed with the aim of ensuring that pupils and their families feel supported throughout the process.

Our goal is to create a welcoming, inclusive environment where every pupil feels safe and valued, and where their unique challenges are understood and addressed.

b. Pupils absent due to mental or physical illness health or SEND

We recognise that some pupils may face challenges attending school due to their mental or physical health or because of their special educational needs and disabilities (SEND). In these cases, our aim is to ensure pupils remain engaged with their learning and are supported holistically. We will work closely with families, external professionals, and the pupils themselves to implement individualised strategies and provide the necessary support. In addition to the strategies outlined above, we also provide the following support:

Early Identification and Intervention: For pupils at risk of developing attendance issues due to health or SEND, we will:

- Identify patterns of absence early by monitoring attendance data and collaborating with families to intervene quickly.
- Refer pupils to internal support, such as Learning Mentors, or work with families to explore referral to external services like CAMHS or medical professionals where needed.
- Provide early mental health support within the school through access to counselling services or well-being interventions.

Collaborative Work with Families: We believe in building strong partnerships with families to fully understand the health-related or SEND barriers their child may face. Through open communication—whether through meetings, phone calls, or home visits—we will ensure parents and carers feel supported. We will involve families in the development and review of any attendance or support plans, ensuring that their concerns and insights are reflected in our approach.

Personalised Attendance Plans: For pupils with complex barriers, we may develop individual attendance plans that outline clear steps for improving attendance, while considering any medical, emotional, or family-related challenges. Any plans created would be regularly reviewed and adapted based on progress and feedback from both the pupil and their family.

Personalized Adjustments: We will make reasonable adjustments to the school environment and curriculum to support pupils with health conditions or SEND. These may include:

- Adjustments to the *school timetable* to allow flexible start or finish times for pupils struggling with stamina or anxiety.
- Provision of a *reduced or modified curriculum* if a full timetable becomes overwhelming, with a gradual reintegration plan to increase attendance over time.
- Creation of *quiet or sensory spaces* within the school for pupils needing a calm environment.
- Access to *rest breaks* throughout the day for pupils with physical conditions or fatigue.

Learning Continuity: When pupils are absent due to health reasons, we will maintain learning continuity by:

- Providing *remote learning resources* where appropriate, ensuring the child can continue

with key learning from home.

- Setting up a *blended learning approach* for pupils with longer-term health issues, combining in-school support with home learning.
- Offering *in-school catch-up sessions* once the pupil is able to return, so they feel confident and supported in re-engaging with the curriculum.

Engagement with External Professionals: We will actively work with external services, such as educational psychologists, social workers, or health professionals, to support pupils with ongoing or complex needs. This multi-agency approach ensures that the pupil's barriers to attendance are addressed holistically and in a coordinated manner.

Local Authority: 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 relate to the pupil's needs, the school will inform the local authority.

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

We understand that a lengthy or unavoidable absence from school, whether due to illness, family circumstances, or other challenges, can be difficult for both the pupil and their family. Our goal is to ensure a smooth, supportive transition back to school that helps pupils feel welcomed, confident, and ready to re-engage with their learning.

We aim to ensure a smooth, supportive transition for pupils returning to school after an extended absence. Key aspects of our approach include:

- **Pre-return Preparation:** We will arrange *pre-return meetings* with the pupil, their family, and relevant professionals to discuss needs and any adjustments. A *school visit* may also be offered before the official return to ease the transition.
- **Phased Return:** Where necessary, a *phased return* may be implemented, gradually increasing the pupil's time in school. A *personalized timetable* may also be created.
- **Reintegration Support Plan:** A *tailored plan* will outline specific steps for emotional, social, and academic support. Regular *check-ins with a key adult* will ensure ongoing guidance.
- **Social and Emotional Support:** To ease anxiety and help the pupil reconnect socially, we may provide *peer buddies*, *1:1 emotional support*, and gradual reintegration into social activities.
- **Academic Support:** A *personalised catch-up plan* could be designed to address learning gaps through targeted interventions and *blended learning resources*. Differentiated tasks will ensure the pupil feels capable and supported.
- **Monitoring and Adaptation:** We will regularly review the pupil's progress with the family, making adjustments as needed, especially for those with health or SEND concerns.
- **Positive Reinforcement:** We will celebrate small successes and progress, offering *individual rewards* and encouragement to help build the pupil's confidence.

9. Attendance Monitoring

a. Monitoring attendance

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

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

Our 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.

b. Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- 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

c. 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 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 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.

d. 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.

e. The Trust also monitors individual school attendance through:

- Half-termly collection of attendance data.
- Termly Standards Meetings – this is where the individual Headteacher's Report is presented and discussed. The Trust Partnership Link and/or Partnership Director/CEO; along with Governors are present at these meetings.
- Termly Guardians meeting to consider individual and overall Trust attendance and any safeguarding concerns.
- The Trust's Attendance Panel.
- The Trust's annual Partnership Review on individual schools.
- The CEO's Report to the Trust Board.
- The CEO's 'Indicator of Concern' for Governors and Trustees.

The principles of this Policy will also be applied to all Nursery and Foundation 2 children. However, schools may add an addendum to reflect their own expectations for Nursery and Foundation children's attendance.

10. Monitoring and Review of this Policy

This policy may be amended at any time to take account of changes in legislation. The normal cycle of review for this policy will be annual.

Appendices

1. Unexplained Absence Guidelines
2. Fixed-Term Penalty Notices for Holidays – Guidance for schools
3. DfE Attendance Codes

Appendix 1: Unexplained Absence Guidelines

At any point if anyone is concerned about the child's well-being, the Police should be contacted and asked to conduct a safe and well check.

1st Day of Unexplained Absence

- Phone call made and text message sent to parents/carers.
- Headteacher and SLT to be notified of absence for children with safeguarding concerns.
- In addition to this a home visit by the Attendance Officer may be requested. Priority factors to consider:
 - Any children for whom there are safeguarding concerns.
 - Any absence for children with Safeguarding concerns should be logged onto MyConcern
 - Any children on the Low Attendance list.
 - Any instance where the absence seems suspect – i.e. it seems possible/likely that the absence is not illness related (e.g. birthdays, possible holiday etc).
 - Any instance where the absence may have an additional impact on the child, (e.g. child has an exam/is on a trip in the afternoon etc).
 - Any child where there is a history of unexplained absences.
 - Any child whose parent is known to have a life-limiting condition.
- If AO is unavailable, it should be considered whether a visit from other school staff may be necessary.

2nd Day of Unexplained Absence

- Repeat Day 1 procedures.

3rd Day of Unexplained Absence

- Ensure that all contact numbers have been tried. If a number is incorrect or does not connect, new numbers MUST be chased. Each child should have at least 3 numbers to try.
- Ensure that somebody has visited the property (visit card left if no one is present). Every effort MUST be made to gain access- ask neighbours if they have seen the child.
- Email sent to all appropriate staff including Headteacher, reporting absence (although this should be done on 1st day of absence for children with safeguarding concerns).
- Memo given to Class Teacher asking that they report any relevant information to the office.
- Absence to be logged onto MyConcern if no contact made with parents/reason provided for absence (for children with safeguarding concerns this should be an update to previous logged concern from day 1).
- Transform Trust to be notified using the cmie@transformtrust.co.uk email account.

Days 4-7, 8-10, 11-20 of Unexplained Absence

- Continue to try to make contact.

7th Day of Unexplained Absence

- Re-check that all contact numbers have been tried.
- A second visit to the property to be made (visit card left if no one is present).
- Email sent to all appropriate staff and Headteacher reporting that child remains absent.
- A letter to be sent (copy to be retained), requesting contact from the parents/carers and informing

them of imminent referral to Education Welfare and the potential impact.

- Concerns to be updated on MyConcern.
- Transform Trust to be updated using the cmie@transformtrust.co.uk email account.

10th Day of Unexplained Absence

- Senior Management Team to be updated.
- Home visit to be made.
- Concerns recorded on MyConcern.
- Transform Trust to be updated using the cmie@transformtrust.co.uk email account.

20th Day of Unexplained Absence

- Senior Management Team to determine if a child is removed from roll following consultation and agreement with the Local Authority. If so:
 - Letter issued to parents/carers.
 - Transform Trust to be informed using the cmie@transformtrust.co.uk email account.
 - CME form to be completed on the Schools Information Portal.
 - CTF to be uploaded.
 - Child to be removed from roll once agreed by Local Authority.

Appendix 2

Transform Trust Fixed Term Penalty Notices for Holidays - guidance for schools

It has been agreed, through discussions at Partnership meetings with Headteachers, that schools in Transform Trust will **not** authorise term-time holidays. This is in accordance with the law which states that parents do not have the right to take their child out of school for holidays during term time and can only request a leave of absence due to exceptional circumstances. If a child is taken on holiday during term time without the school's authorisation this will be recorded as unauthorised absence and will result in action being taken against parents or carers.

However, a leave of absence for a term time holiday can be granted for '*exceptional circumstances*' and this will be at the discretion of the Headteacher.

The Headteacher will consider and respond to each term time holiday request.

A holiday request will only be authorised once the Headteacher has considered the following:

- There are exceptional circumstances that require the holiday to be taken during term time and this will only be for a maximum of 10 school days.
- The child's attendance to date is in line with or better than national.
- The child's attendance, historically, has been in line with or better than national.
- The child is consistently at school on time.
- The child's safeguarding file has been reviewed and there are no current concerns. Where applicable, external agencies have been consulted regarding the implications of a period of absence.
- The location of the holiday in relation to the age and gender of the child has been considered and does not meet the threshold of concern for safeguarding e.g. FGM locations.
- The Headteacher may want to provide school work for the child dependent on the nature of the circumstances for the holiday.

Appendix 3: DfE's 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