

**West Park
Church of England
Primary School**

Attendance & Punctuality Policy

‘Let your light shine’ Matthew 5

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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 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 ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

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

- Part 6 of the [Education Act 1996](#)
- Maintained schools: Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [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
- Promoting the importance of school attendance across the school's policies and ethos
- 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
- 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 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
- Issuing fixed-penalty notices, where necessary and/or authorising attendance team staff to be able to do so
- 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

3.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the Inclusion Lead) 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 an 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
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Mrs Ellis and can be contacted via 01903 243099 and office@westparksch.co.uk

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- 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 pupil entitlement team to tackle persistent absence
- Advising the headteacher/designated senior leader (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Mrs Yates and can be contacted via 01903 243099 and eyates@westparksch.co.uk

3.5 Class teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes, and submitting this information to the school office by 8:45am each morning.

3.6 School office staff

School office staff will:

- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to the pastoral lead in order to provide them with more detailed support on attendance

3.7 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:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9am on the day of the absence, (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
- 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 Mrs Yates, Pastoral Manager, who can be contacted on 01903 243099 and eyates@westparksch.co.uk

3.8 Pupils

Pupils are expected to:

- Attend school every day 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
- 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 DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity if 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 8.30am and ends at 3pm.

Pupils must arrive in school by 8.40am on each school day.

The register for the first session will be taken at 8.40am . A child arriving after this time will be designated 'late'. A child arriving after 9.10am will be designated 'late after register closed' and this will be classed as an unauthorized absence. Children late should report to the school office.

The register for the second session will be taken at 1.30 and will be kept open until 2pm.

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 9:00am or as soon as practically possible by calling the school office staff (see also section 7) or preferably leaving a message on our 24/7 absence line.

If there has been no contact from home, office staff will contact parents or carers, by absence text, to confirm the reason for absence- APPENDIX 3.

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 the 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 evidence unnecessarily. However if an absence precedes or follows a holiday we will require illness and/or holiday booking evidence.

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

4.3 Planned absence

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

Parents should notify the school office as soon as possible to confirm attendance of a medical or dental appointment. Parents should provide proof of this appointment.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible (preferably at the end of the school day to avoid disruption to the start of the school day). Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

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
- Lateness and punctuality will be monitored on BROMCOM daily, if issues are identified, follow-up conversations will be had with primary parents/carers.
- If persistent issues are identified, contact will be made with relevant agencies for further support.

4.5 Following up unexplained absence

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

- Call the pupil's parent/carer 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 contact pupil entitlement for advice and/or 101 to request a police welfare check if advised.
- 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/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving the pupil entitlement team.
- 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 we will consider the follow actions –
 - Formal communication with parents (notice to improve)
 - penalty notice
 - Referral to WSCC Pupil Entitlement for non attendance

4.6 Reporting to parents/carers

The school will regularly inform parents/carers about their child's attendance and absence levels. This will be done half termly via a report generated from BROMCOM.

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
- 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 short, unavoidable, medical/illness.

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.

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible online via the school website. The headteacher may require evidence to support any request for leave of absence, and/or absence taken immediately before or after dates requested.

5.2 Other reasons for authorised absence

Valid reasons for **authorised absence** include:

- 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 parents belong. If necessary, the school will seek advice from the parents' 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)

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

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
- 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. Strategies for promoting attendance

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

At West Park we celebrate the value of good attendance throughout the year and raise awareness with pupils and families through newsletters termly attendance reports, and through discussions at parent/carer consultations.

We will regularly inform parents of how poor attendance affects their child's education through our West Park attendance graphic (APPENDIX 2). This will be shared in school newsletters throughout the year.

We will provide termly attendance reports to parents so that they are informed

With any persistent absentee pupils, where possible, first day call will be made (first day of illness/absence) to encourage a return to school as soon as possible.

7. Supporting pupils with poor attendance

Our school will make use of the full range of potential supportive strategies and 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 Action Plans

We use attendance Action Plans as a form of attendance support. These are implemented through a graduated approach (Appendix 4)

Attendance Action Plans are a formal written agreement between a parent and the school to address irregular attendance at school. An attendance Action Plan formalizes strategies and support, sets targets and measures progress.

Where an attendance Action Plan 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 engage with an attendance Action Plan, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents.

7.2 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.

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

7.3 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

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

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

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

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

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

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

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

7.4 Education supervision order

In cases where voluntary early help plans and attendance Action Plans 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.

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

The Pastoral Manager will work with outside agencies to support families where attendance is a concern. Supportive meetings will be held with clear targets to improve and agreed and reviewed at regular intervals.

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

We always work collaboratively with parents where there is mental or physical ill health or SEND need. We will use best endeavours and make adaptations where appropriate to support access to education.

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.

8.3 Pupils absent due to other barriers to attendance

At West Park all children are treated as individuals. This involves considering vulnerabilities such as:

- Having SEND
- Being disadvantaged
- Being known (or previously known) to children's social care

- Having other barriers to attendance (e.g. young carers)

Part of Ofsted's criteria for 'expected standard' for attendance and behaviour says that any reasonable adjustments and/or interventions should be timely and appropriate, well-chosen and targeted.

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

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

Re-integration meetings will be arranged to allow discussion regarding any adaptations that may be required to support the child to return. Reviews will take place at regular intervals.

8.5 Prolonged absence for children in EYFS

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

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

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

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

9. Attendance monitoring

The school will monitor attendance of pupils (including punctuality data), taking into account SEND and disadvantaged pupils, in the following ways:

9.1 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.

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 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

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 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)
- The attendance team will share termly attendance % with parents.
- The attendance team will provide regular attendance reports to parents/carers and will facilitate discussions with pupils and families where needed. Reports will also be shared at regular intervals with school staff, 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

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 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 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 strategies and sanctions, where necessary (see section 7, above)
- With any persistent absentee pupils, where possible, first day call will be made (first day of illness/absence) to encourage a return to school as soon as possible.

- Send letters to parents informing them of concerns and inviting them in to discuss strategies to support an improvement where needed.

10. Monitoring arrangements

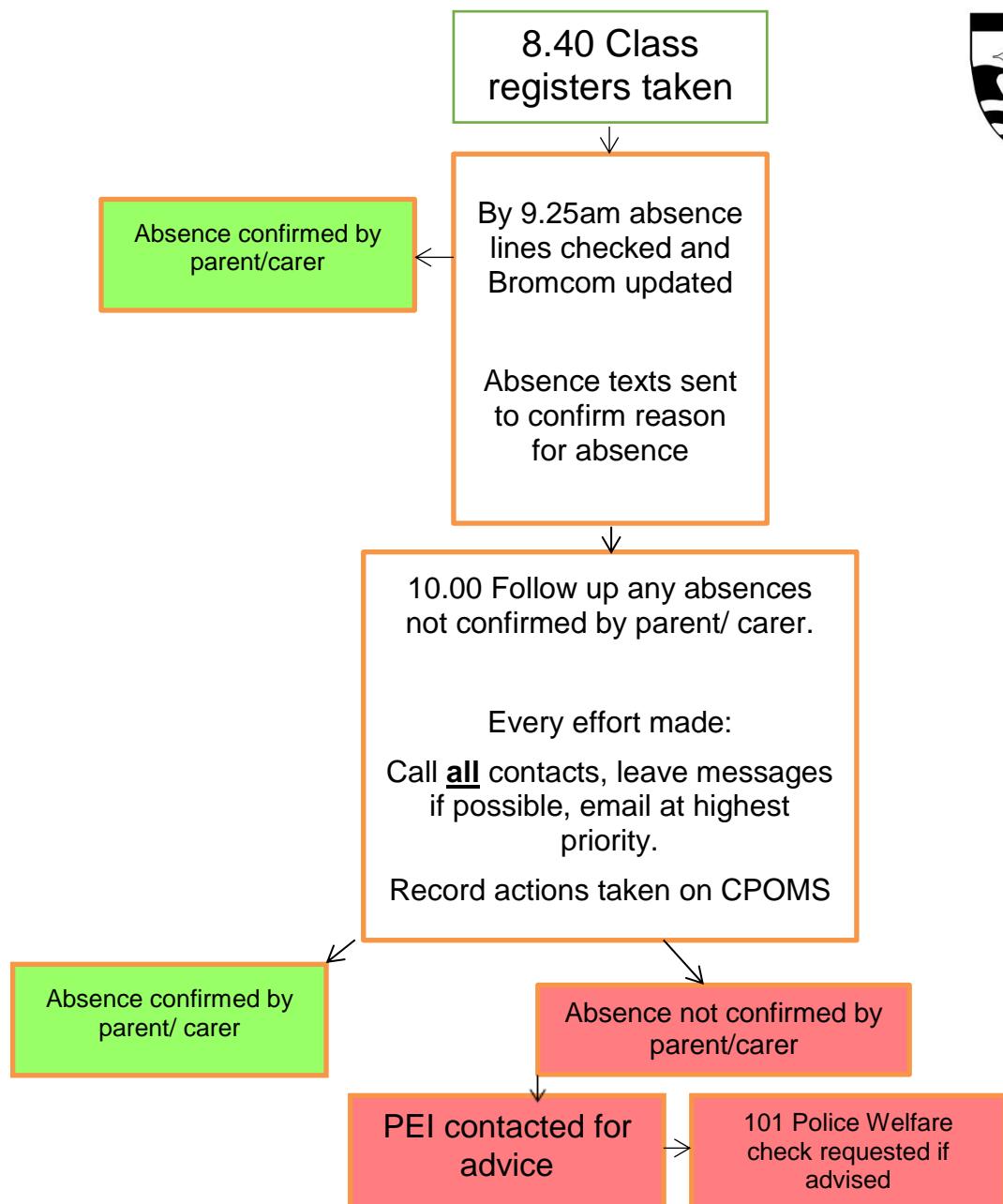
This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum yearly by the Attendance Team. At every review, the policy will be approved by the full governing board.

11. Links with other policies

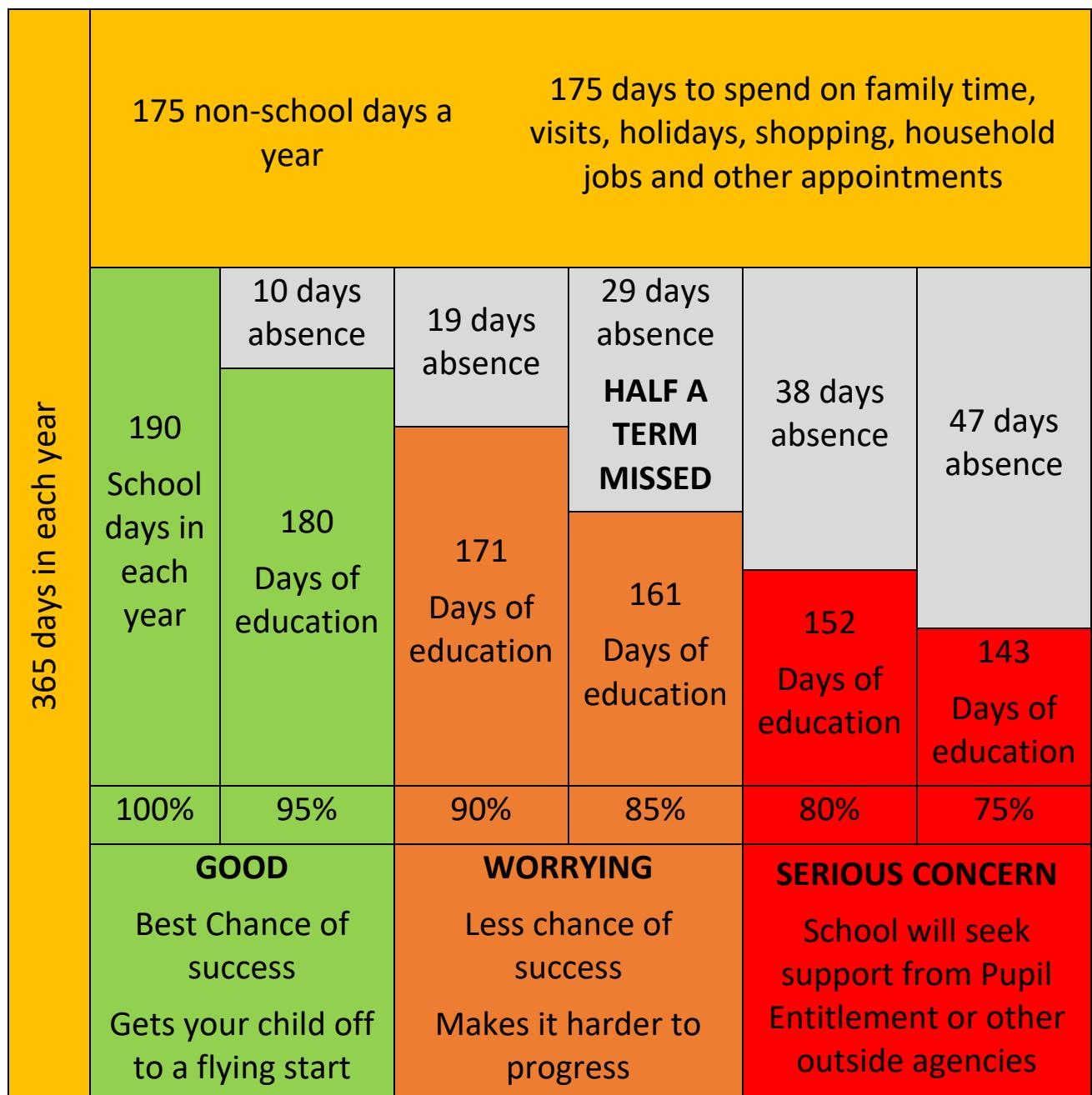
This policy links to the following policies:

- Child protection and safeguarding policy
- Care and Management of Pupils Policy

Appendix 1: First Day Absence Procedures



Appendix 2: West Park Attendance Graphic



Appendix 3: 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 | <p>Pupil is unable to attend as they are:</p> <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention |
| Y6 | Public health guidance or law | Pupil's travel to or attendance at the school would be prohibited under public health guidance or law |
| Y7 | Any other unavoidable cause | To be used where an unavoidable cause is not covered by the other codes |
| Absent – unauthorised absence | | |
| G | Holiday not granted by the school | Pupil is absent for the purpose of a holiday, not approved by the school |
| N | Reason for absence not yet established | Reason for absence has not been established before the register closes |
| O | Absent in other or unknown circumstances | No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence |
| U | Arrived in school after registration closed | Pupil has arrived late, after the register has closed but before the end of session |
| Administrative codes | | |
| Z | Prospective pupil not on admission register | Pupil has not joined school yet but has been registered |
| # | Planned whole-school closure | Whole-school closures that are known and planned in advance, including school holidays |

Appendix 4: Attendance Action Plan

Attendance/Punctuality Action Plan



Date of Action Planning Discussion:

Present:

| | |
|--------------------|------------------------------|
| Name of Pupil: | Class: |
| Name of Parent(s): | Current Attendance: Date: |

| |
|---|
| Details of Barriers to Attendance (ie reasons for Absence) For Example – illness, friends/peers, getting to school, family, other |
| |

| | |
|--|---|
| Strategies to improve attendance: | |
| Changes the family will make at home | For Example - e.g. home routines, sickness thresholds |
| Strategies the school will implement | For example – jobs at school, buddy, NOC for SEND and Inclusion support, in class support, playtime support/rainbow hub access, adaptations, meet and greet |
| | |

| | | | |
|-----------------------|--|--|--|
| Target attendance 96% | | | |
| Review dates: | | | |
| Attendance | | | |

General questions around school attendance including the use of penalties can be answered by the Pupil Entitlement: Investigation (PEI) (EWS).

Contact the PEI:

- Email PEI@westsussex.gov.uk
- Tel: 033 022 28200

West Sussex County Council guidance on school absences:

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-attendance-behaviour-and-performance/>

| | |
|---------|--------------|
| Signed: | Parent/carer |
| Signed: | School staff |

Appendix 5: Persistent Absence Process

Below 90% attendance

- Attendance Team review attendance.
- **Letter home** to pupils under 90% (reasonable adjustments to be considered eg significant medical issue). Parent may make contact with class teacher to discuss.
- Child added to Attendance Team tracking sheet

3 week review

- Attendance Team review attendance.
- If attendance for this period has not improved and remains below 90% Attendance Team will request **class teacher** contacts parent/carer to discuss and write an **improvement plan**:
 - identify barriers to attendance
 - consider changes the family could make e.g. home routines, sickness thresholds
 - consider strategies school could implement e.g. jobs at school, buddy, in school referral for SEND and Inclusion team support, in class support, playtime support, adaptations, meet and greet.
- Class Teacher upload action plan to **Cpoms**.

6 week review

- Attendance Team review attendance.
- If attendance for this period has not improved and remains below 90% Attendance Team will request **HOY contacts parent/carer** to discuss attendance and write an updated **improvement plan**:
 - reasons for further absence (authorised and unauthorised)
 - review progress with actions
 - consider further strategies
- HOY upload action plan to **Cpoms**

9 week
review

- Attendance Team review attendance.
- If attendance for this period has not improved and remains below 90% **Attendance Team meet with parent/carer** to discuss and write an updated **improvement plan**:
 - reasons for further absence
 - review progress with actions
 - consider further strategies such as alternative attendance arrangements, reduced timetable, arrival routines, and external support such as Thoughtful, Dedicated Schools Team, Integrated Front Door, School nurse etc
 - Attendance upload action plan to **Cpoms**

12 week
review

- Attendance Team review attendance.
- If attendance for this period is below 90% **Attendance Team will consider whether to continue with the improvement plan or refer to PEI**.
- PEI referrals could result in the following outcomes:
 - Education Supervision Order
 - Parental prosecution
 - Upload actions to **Cpoms**