



Attendance Policy

Policy Version Control

Policy Type	Statutory Trust Policy
Author	Director of Primary Education/AHT Villiers Primary School
Approved By	Trust Board
Approved Date	September 2024
Date of next review	Annually
Description of changes	Version 1

1. Aims

1.1 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 make sure pupils have the support in place to attend school

1.2 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, and 2016 amendments)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

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

This policy also complies with our trust's funding agreement and articles of association.

3. Roles and Responsibilities

3.1 The Board of Trustees

The Board of Trustees is responsible for:

- Setting high expectations of all trust and school/school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure all schools in the trust record attendance accurately in the register, and shares the required information with the DfE and local authorities.
 - Making sure all schools in the trust work effectively with local partners to help remove barriers to attendance, and keep them informed regarding specific pupils, where appropriate

- Recognising and promoting the importance of school attendance across the trust's policies and ethos.
- Making sure the trust has high aspirations for all pupils but adapts processes and support to pupils' individual needs.
- Regularly reviewing and challenging trust wide attendance data and following lines of enquiry for any identified trends.
- Using trend analysis to constantly evaluate the effectiveness of processes and improvement efforts to make sure they are meeting pupils' needs.
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge.
- Where any 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, including with teachers from across the trust, 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
 - Each schools' legal requirements for keeping registers
 - Each schools' 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.
- Sharing effective practice on attendance management and improvement across the trust and providing regular opportunities for staff from different schools to come together, learn from each other and share resources.
- Holding the headteacher(s)/head(s) of school to account for the implementation of this policy.

3.2 Headteacher

The headteacher/head of school is responsible for:

- The implementation of this policy at the school.
- Making sure the schools' attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources.
- Monitoring school-level absence data and reporting it to the central team and 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 the attendance officer 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 can be offered, and where pupils with SEND face in-school barriers.
- Liaising with the SENDCo and Family Liaison Officer to communicate 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 is responsible for:

- Leading, championing and improving attendance across the school.
- Setting a clear vision for improving and maintaining good attendance.
- Evaluating and monitoring expectations and processes.
- Having a strong grasp of absence data and oversight of absence data analysis.
- Regularly monitoring and evaluating progress in attendance.
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents 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
- Liaising with the Local Authority to analyse school-wide attendance data
- Attending half termly case-sharing meetings with the safeguarding team to identify causes of concern.
- Attending fortnightly meetings with the Senior Leadership Team to discuss attendance patterns.
- Liaising with the School Attendance Team to deliver regular training for all staff related to attendance

3.4 School Attendance Officer

The School Attendance Officer at each school is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Overseeing daily attendance registers and ensuring codes are correct (See Appendix One)
- 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/head of school
- Working with education welfare officers weekly and the local authority termly to tackle persistent absence
- Supporting the designated senior leader to provide regular staff training on attendance.
- Attending half termly case-sharing meetings with the safeguarding team to identify causes of concern.
- Advising the headteacher (authorised by the headteacher) when to issue fixed-penalty notices.

3.5 Family Services Manager

The Family Services Manager is responsible for:

- Driving attendance improvement across the trust.
- Working more intensively with schools who require support to improve attendance.
- Acting as a central contact point for schools with attendance queries.
- Liaising with the DfE's regional teams for advice about wider support programmes.

3.6 Class Teachers

All class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using either the present code / or N for children who are absent. Registers must be

submitted by 9am in a morning and by the close of afternoon register – see year group timetables. Codes will then be updated by the Attendance Officer.

3.7 School Office Staff

School Office Staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system.
- Transfer calls from parents/carers to the Attendance Officer/Designated Senior Attendance Lead] where appropriate, in order to provide them with more detailed support on attendance.

3.8 Parents

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

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

Parents are expected to:

- Make sure their child attends every day on time.
- Call the school to report their child's absence before 9am on the day of the 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 local authority.
- Seek support, where necessary, for maintaining good attendance, by contacting the Attendance Officer who can then liaise with the wider Leadership and Family Liaison Teams.

3.9 Pupils

Pupils are expected to:

- Attend school every day, on time

4. Recording Attendance

4.1 Attendance register

We will keep an electronic 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 1 for the DfE attendance codes.

We will also record:

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

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

The school day starts at 8:50am and ends at 11:50am – Nursery, 3:15pm – Reception, 3:20pm – Years 1 – 6

Pupils must arrive in school by 8:50am each school day.

The register for the first session will be taken at 8:50am and will be kept open until 9am. The register for the second session will be taken after the year group's allocated lunch time and will stay open for ten minutes.

4.2 Unplanned Absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9am or as soon as practically possible, by calling the school office staff, who can be contacted via 01902 558993.

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.

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/Carers must contact the School Office to notify the school of a planned leave of absence.

However, 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.

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

Monitoring of lateness will be undertaken by the Attendance Officer and reported to the Attendance Lead and Head Teacher. Recurring problems will be discussed during case-sharing meetings and may lead to letters to parents and parents being invited into school.

4.5 Following up unexplained absence

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason
- 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.
- School will commence absence queries by telephone at 9.30am or as soon as possible
- The school may undertake a home visit to establish reasons for absence. This may occur on the first day of unreported absence if a pupil's attendance is a cause for concern or there are safeguarding concerns.
- Multiple visits may take place during extended absence.
- School may complete well-being checks for any pupils during a longer period of absence even if there are no any safeguarding concerns. This may support the child's continued education or their transition back into school, as appropriate.
- If we are unable to make contact via a home visit, the School Office may make calls to other contacts listed to try to establish a reason for absence and to offer support. If the school cannot reach any of the pupil's emergency contacts, the school may contact social services/police. The school may also contact the Education Welfare Officer at the local authority to discuss the appropriateness of penalty notices or legal intervention

NOTE: Parents who routinely fail to contact the school may have all absences unauthorised and referral to the Education Welfare Service may be made.

4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.8 above) about their child's attendance and absence through school reports. The school will also write to parents if their child's attendance drops below 93%.

5. Authorised and Unauthorised Absence

5.1 Approval for term-time absence

The headteacher/head of school will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher/head of school 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
- Illness
- 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 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).

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
- 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

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

Exceptional circumstances will be determined by the headteacher once all information has been gathered. A member of the SLT will meet with all parents to discuss any Leave of Absence requests to ensure the Headteacher has all relevant information before making the decision to approve or decline the request for absence.

Please note that whilst we appreciate that it is more expensive to go on holiday during the school holidays, it is the DfE view that a holiday taken in term time in whatever form is not considered to be an 'exceptional' circumstance.

Absence from school under exceptional circumstances is slightly different from taking a holiday in term time. In deciding whether or not to grant a leave of absence for 'exceptional circumstances,' the following is considered:

- What is the normal pattern of attendance for the child(ren) whose parent is asking for a leave of absence?
- What is 'exceptional' for one family might be the norm for another family

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 6 weeks before the absence. The headteacher/head of school may require evidence to support any request for leave of absence.

5.2 Sanctions

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

6. Importance of Attendance

School education lays the vital foundations of a child's life. Research clearly demonstrates the link between regular attendance and educational progress and attainment. As a Trust we promote attendance through incentives such as certificates, badges, awards in assemblies and additional recreation time. These rewards are chosen through pupil voice.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance, mental or physical health or SEND

Villiers are committed to creating an inclusive environment by making necessary adaptations to support children with barriers to attending school. These adjustments might include providing accessible learning materials, offering specialized support services, modifying classroom settings, or implementing flexible schedules and adapt teaching methods to meet diverse needs. The goal is to ensure that all students, regardless of challenges they face, have an equal opportunity to participate in education and thrive in a supportive, understanding environment.

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

Villiers will support pupils returning after a lengthy or unavoidable absence by offering a range of personalised strategies designed to ease their transition back into the learning environment. This might include providing tailored catch-up plans to help them cover missed lessons, offering additional tutoring or mentoring, and ensuring they feel emotionally supported through counseling or peer groups. Teachers can offer extra time and resources to help the pupil catch up academically, while also fostering a welcoming and inclusive atmosphere that helps rebuild their confidence and social connections. Additionally, regular communication with parents or guardians can ensure the pupil's needs are met both inside and outside the classroom, promoting a smooth and successful reintegration.

7.3 Personalised Learning Timetable (Part-Time Timetable)

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. A part-time timetable should not be used to manage a pupil's behaviour. Where a child is considered to need a shorter day for a brief period of time, and a modified timetable can be considered, the authorisation of the personalized learning timetable lies with the Headteacher.

- All personalised learning plans are at the agreement of the parent and their consent can be withdrawn at any time
- Once agreed verbally, School must inform the Inclusion Team at the local authority.
- A part-time timetable is not a long-term solution but rather a short term 'relief' to find a better solution to the situations presented. Once begun, they should be reviewed with parents weekly by telephone with paperwork signed to acknowledge

the agreement.

- Family Liaison Team to complete home visits to assure an assigned work is completed whilst at home
- Risk Assessment must be completed by school and uploaded to CPOMs
- If a child is present for part of the session agreed, they will be marked as ‘/ - present’ however, where the part-time timetable makes the child absent for a whole session, they will be marked as per the attendance codes.
- At the end of the MTT agreement, return to school reintegration paperwork to be completed by FLT and stored on file and CPOMs. Trust staff listed above to be advised.

8. A whole school approach

A whole-school approach to attendance is crucial because it fosters a unified effort to ensure that all students are present, engaged, and learning. When the entire school community—teachers, staff, administrators, parents and external services—works together, it creates a supportive environment that emphasises the value of attendance. This collective responsibility helps identify and address barriers to attendance, whether academic, social, or personal, and ensures that interventions are timely and effective. Moreover, when everyone is committed to the cause, it sends a clear message to students about the importance of regular attendance in achieving academic success and personal growth, ultimately improving overall student outcomes and school culture. See Appendix 3 for Villiers’ tiered system of responsibility.

9. Attendance Monitoring

9.1 Monitoring Attendance

SHINE Academies and schools 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.

Pupil information will be shared with the DfE as 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.

Schools will benchmark its attendance data at year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the Local Governing Board and Trust Board.

9.2 Analysing Attendance

The School will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- 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
- Identify attendance patterns across the trust to identify common issues and barriers and share effective practice between schools

9.3 Using data to improve attendance

The Trust will:

- 9.3.1 Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- 9.3.2 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 severed absence, and their families (see section 8.4 below)
- 9.3.3 Provide regular attendance reports to class teachers to facilitate discussions with pupils and families, and to the central team/trustees/governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- 9.3.4 Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

- 9.3.5 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 trust's strategy for improving attendance.

The School will:

- 9.4.1 Use attendance data to find patterns and trends of persistent and severe absence
- 9.4.2 Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- 9.4.3 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:
- 9.4.3.1 Discuss attendance and engagement at school
 - 9.4.3.2 Listen, and understand barriers to attendance
 - 9.4.3.3 Explain the help that is available
 - 9.4.3.4 Explain the potential consequences of, and sanctions for, persistent and severe absence
 - 9.4.3.5 Review any existing actions or interventions
- 9.4.4 Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- 9.4.5 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
- 9.4.6 Implement sanctions, where necessary (see section 5.2, above)
- 9.4.7 Notify parents if their child's attendance is a cause for concern.

9.5 Pupils with Attendance which causes concern

Parents of children who have attendance below 93% are identified as causing concern. Attendance will be monitored along with actions taken and targets for attendance will be set. Children with attendance below 90% are considered to be 'Persistently Absent' (PA).

Where pupils' attendance is Below 93% Absence concern (A) the following intervention pathway will be followed:

- 9.5.1 Below 93% and is falling, parents of pupils will receive a letter stating current attendance and advising of school's concern. This letter is sent home by post.
- 9.5.2 Monitoring of attendance will be shared with parents using their registration certificate also detailing the number of days they have missed to give perspective to the absences.

If attendance continues to fall over the following two weeks without justifiable reasoning, the next step in the attendance will be followed:

9.5.3 Letter sent to parents advising that all absences from this point will require medical evidence to be authorised. Medical evidence can include but is not limited to.

- i. Appointment card/letter
- ii. Prescription – pre collection
- iii. Photocopy of named medication from chemist – must be within the absence timeframe where short illness occurs. Ongoing conditions will be subject to discretion of the Headteacher/Head of School
- iv. Forwarded text message or email from medical service

Attendance will continue to be monitored formally for a further two weeks. Where continuous unauthorised absence occurs:

9.5.4 Meeting with Attendance Lead and Attendance Officer to discuss reasons for absence and available in school support solutions to help improve attendance

9.5.5 Improving attendance plan to be created and agreed to by parent, school and where appropriate the student.

9.5.6 Family Liaison to be advised of concerns and additional support to be offered as appropriate

9.6 Children Missing in Education

Children are considered to be 'Children Missing in Education' (CME) as listed in Working Together to Improve School Attendance in the following circumstances.

Where a pupil has been continuously absent from the school for a period of 20 school days or more and:

- 9.6.1 at no point has the absence been authorised by the school (under regulation 6(2))
 - 9.6.2 the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause.
 - 9.6.3 the school and the local authority have jointly made reasonable efforts to find out the pupil's location, but they have not succeeded.

Where a pupil has been granted a leave of absence (under regulation 7) and the pupil has not attended school within the ten school days immediately after the end of the period granted, and:

- 9.6.4 the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause
 - 9.6.5 the school and the local authority have jointly made reasonable efforts to find out the pupil's location, but they have not succeeded.

Where a pupil has ceased to attend the school and no longer normally lives a reasonable distance from the school, and the pupil is not a boarder at the school and where parents are withdrawing their child but are unable to say how their child will continue with their education, for example, the family are relocating but have not been able to secure a place at a new school in advance, once the pupil has completed their final day at school and moved out of the area, the school must delete the pupil's name from the admission register and the pupil's information should then be transferred to the Lost Pupil Database via the S2S system. Advice is always taken from the EWO for these circumstances.

DfE's guidance on Children Missing Education sets out the expectations for schools and local authorities in respect of making reasonable enquiries.

Schools will use the Child Missing Education Enquiry Form to support this, and it should be sent it to Education Welfare Officer following Local Authority guidance.

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: <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 2 Attendance Support and Rewards

There are a number of in school support mechanisms available to promote attendance and prevent persistent absenteeism. These include, but are not limited to:

- Transport support, where possible
- FLO support
- Early Help Assessment
- Breakfast club (snug)
- Modified Timetable
- Improving Attendance Plan
- Individual Attendance Rewards
- Whole class Attendance Rewards
- Whole School Attendance Rewards
- Rewards fun days

Appendix 3 Attendance Tiers

Tier 1 - Universal intervention 92%+					
All	Class Teacher	Attendance Officer (SW)	FLT	Attendance Lead (CM)	External
<ul style="list-style-type: none"> • Engaging school climate. • Meet and greet all children. • Impact of absence is widely understood. • Positive relationships with pupils and families. • Good and approved attendance is recognised and celebrated. • Incentive plans • Update CPOMS 	<ul style="list-style-type: none"> • Find trends in absences. • Common barriers identified and addressed. • Conversations with parents about days off • Recognition of improved attendance • Track given PAs. 	<ul style="list-style-type: none"> • Chronic absence data is monitored. • Phone calls made where necessary. • Home visits made where necessary. • Liaised with EWO for advice and support. • Parent workshops 	<ul style="list-style-type: none"> • Home visits made where necessary. • Parent workshops 	<ul style="list-style-type: none"> • Home visits made where necessary. • Recognition of improved attendance • Liaise with team. • Provide CPD to staff 	<ul style="list-style-type: none"> • EWO attendance meetings

Tier 2- Risk of PA Below 92%					
All	Class Teacher	Attendance Officer (SW)	FLO	Attendance Lead (CM)	External
<ul style="list-style-type: none"> • Review school environment to prevent overload. • Ensure persistent late arrivals are welcomed into school and well-being check completed. • Proactively use data to identify children who are PAs and Risk of PAs. • Update CPOMS 	<ul style="list-style-type: none"> • Keep up sessions when the child is present to close gaps. • Continue communication with parents and child. • Overcome barriers in the classroom and playground – child voice. • Review classroom environment 	<ul style="list-style-type: none"> • Phone calls made. • Home visits made. • Letters sent (95%, 93% and 90%) • Attendance meetings 	<ul style="list-style-type: none"> • Phone calls made. • Home visits made. • Follow EBSNA pathway. • Early Help is offered where needed. • Attendance meetings • Interventions offered for SEMH 	<ul style="list-style-type: none"> • Home visits made. • Liaise with team 	<ul style="list-style-type: none"> • EWO attendance meetings

Tier 3 – Severe PA Below 80%					
All	Class teacher	Attendance Officer (SW)	FLO	Attendance Lead (CM)	External
<ul style="list-style-type: none"> • Make reasonable adjustments to the start of the child's day. • Offer breakfast snug. • Welcome all children into school. • Proactively use data to identify children who are PAs and Risk of PAs. • Update CPOMS 	<ul style="list-style-type: none"> • Keep up sessions when the child is present to close gaps. • Continue communication with parents and child. • Overcome barriers in the classroom and playground – child voice. 	<ul style="list-style-type: none"> • Phone calls made. • Home visits made. • Attendance meetings • Liaise with EWO for guidance 	<ul style="list-style-type: none"> • Phone calls made. • Home visits made. • Follow EBSNA pathway. • Further external service support offered to families where needed. • Attendance meetings • Interventions offered for SEMH 	<ul style="list-style-type: none"> • Home visits made. • Liaise with team 	<ul style="list-style-type: none"> • EWO attendance meetings • Legal action taken (last resort)