Dunnington C of E VA Primary School

Attendance Policy

We Care, We Believe, We Succeed – Together

Our Christian Vision

'Encourage one another and build each other up' (1 Thessalonians 5: 11)

Our Vision is to place the child at the heart of everything we do. It is to work together, where everyone encourages each other to be a partner in learning.

We aim to provide a safe, happy, caring and stimulating community, where every child is given the opportunity to reach their true potential and to celebrate their successes. Within our learning environment, children will:

- develop a thirst for knowledge, they will be encouraged to raise questions and develop their thinking and learning skills.
- develop physically, emotionally and spiritually, ensuring they are equipped for the ever-changing and demanding world in which we live.

In our school we will:

- respect each other's beliefs
- care for each other and the environment
- connect with the wider community

In learning and teaching we will set high standards and aspire for excellence in everything we do, ensuring that our curriculum is relevant and purposeful. We are determined to create an inclusive culture of learning where all children are challenged in their thinking, discover their talents, achieve to the best of their abilities and become motivated and resilient life-long learners.

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Policy Approved by	Emma Daniell – Chair of Governors
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Signed By Chair of Governors (Emma Daniell)	
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We believe that children can reach their full potential only by receiving full-time education, through regular and structured attendance. Dunnington CofE Primary School expects all pupils to arrive and leave school punctually and we emphasise this to parents. All staff are concerned for the welfare and happiness of pupils and everyone plays a part in promoting regular attendance at school

1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the statutory guidance on Working together to improve school attendance from the Department for Education (DfE). We aim to achieve this through our whole school culture and ethos that values good attendance, which includes:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence

- Building strong relationships with families to make sure pupils have the support in place to attend school
- Promoting an effective partnership with the Warwickshire Attendance Service (WAS) and other agencies

Our whole school culture for attendance recognises each of the stakeholder's roles in promoting good attendance. We have identified these and the various levels of intervention that result in effective support for families (Appendix 5)

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/carers
- Making sure school leaders fulfil expectations and statutory duties, including:
    - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
    - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos

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

The attendance governor is: Sam Godfrey

3.2 The Headteacher

The Headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the Whole School Attendance Lead to be able to do so
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs

- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
    - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
    - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
    - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'Whole School Attendance 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
- 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 Headteacher
- Regularly monitoring and evaluating progress in attendance
- Advising the Headteacher when to issue fixed-penalty notices
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Rebecca Evans and can be contacted via the telephone on 01789 772200 or via email at admin5203@welearn365.com

3.4 Class Teachers

Class teachers (including supply or cover supervision) are responsible for recording attendance on a daily basis, using the correct symbols/codes, onto the school's attendance system by the close of registration each morning and afternoon.

3.5 School Administration Staff

School administration staff will:

• Monitor the school attendance recording system (SIMS) and enquire into reasons for absence where none has been given (N code).

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system and/or
- Transfer calls from parents/carers to the appropriate member of staff in order to provide them with more detailed support on attendance

3.6 Parents/carers

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

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

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 8.55am 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 Rebecca Evans on 01789 772200 or via email at admin5203@welearn365.com

3.7 Pupils

Pupils are expected to attend school every day on time.

4. Recording Attendance

4.1 Attendance Registration

The school will keep an attendance register, and place all pupils onto this register. The school will take the attendance register at the start of the morning session of each school day and once during the afternoon session. It will mark 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 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. Pupils must arrive in school by 8.55am on each school day (see section 6).

The register for the first session will be taken at 8.55am and will be kept open until 9.05am. The register for the second session will be taken at 1pm and will be kept open until 1.10pm.

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 9am or as soon as practically possible by calling the school office staff.

The school 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 medical evidence unnecessarily.

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.

Where possible, the pupil should:

- Be out of school for the minimum amount of time necessary, and attend school before/after their appointment
- Wear school uniform to their appointment, to make it easier to return to school afterwards

However, we encourage parents to make medical and dental appointments out of school hours where possible.

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 6 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 at 9.05am will be marked as unauthorised absent, using the appropriate code

4.5 Following up an 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 take other reasonable steps:
    - o Contact with other schools where siblings may be registered
    - o Possible home visit
    - o Enquiries to friends, neighbours etc. through school contacts
    - o Enquiries with any other service known to be involved with the pupil/family
- 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
- 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 involve the Whole School Attendance Lead.
- 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 consider issuing a notice to improve, penalty notice or other legal intervention as appropriate (see section 5.2 below)

4.6 Reporting to parents/carers

The school will regularly inform parents (see definition of 'parent' as used in the policy, in section 3.7 above) about their child's attendance and absence levels at parents' evenings and through written reports.

5. Punctuality and Lateness

5.1 Timings of the School Day

The school day starts at 8.55am for all year groups. Pupils who arrive after this time will be recorded as late to school (L code). Registers close at 9.05 am and after this, the pupil is recorded as late. If a pupils arrives after 9.30am, unless there are extenuating circumstances, the absence will be recorded as unauthorised. The afternoon sessions start at 1pm. Pupils who arrive after 1.10pm will be recorded as late to school (L code). Registers close 10 minutes after the afternoon session starts. After this, lateness is recorded as an unauthorised absence (U code).

5.2 Concerns about Punctuality

Where there are concerns about punctuality, the school will make verbal contact with parents/carers. If concerns persist, the Headteacher/senior leader responsible for attendance will arrange a meeting with the parent/carer. During the meeting, a copy of the child's registration certificate will be shared and the school will work with the pupil's family to put steps in place for the pupil's punctuality to be improved. If there is no improvement, the school may make a formal referral to WAS (Warwickshire Attendance Service).

6. Authorised absence

6.1 Approval for term-time absence (Leave of Absence requests)

The Headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview for employment or for admission to another educational institution
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

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

We define 'exceptional circumstances' as rare and unexpected circumstances which are unlikely to reoccur. Examples include:

- Medical emergencies
- Family emergencies (e.g. death of a relative)

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

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, accessible via the school office. The Headteacher may require evidence to support any request for leave of absence.

Expectations

- A leave of absence is granted entirely at the school's discretion. Permission for a Leave of Absence from a school may only be given by a person who the school's proprietor has authorised to do so (an authorised person).

- Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.

- Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.

- Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school.

- When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify the parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.

- It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is their responsibility to ascertain if the leave is authorised prior to the start of the leave.

- The school can only consider applications for Leave of Absence which are made by the resident parent. i.e the parent with whom the child normally resides.

- Where applications for Leave of Absences are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an 'unauthorised' absence. Where a leave of absence is requested but additional days take either prior to or after the request, they may be considered as part of the leave of absence.

- Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as 'unauthorised'.

- All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service of Warwickshire County Council. Penalty notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.

- Where a Penalty Notice is not paid within the timeframe set out in that Notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

Leave of Absence taken in the academic year 2025-26

The law relating to Penalty Notices changed with effect from 19 August 2024. Therefore, Penalty Notices issued for Leave of Absence taken from September 2025 will be issued in accordance with the updated legislation.

Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices – 4 in total).

- First Leave of Absence Offence: The amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.

- Second Leave of Absence Offence within a 3 year period (from the date of issue of the first penalty notice): The amount of £160 paid within 28 days. No reduced amount.

- Third Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice). A Penalty Notice will not be issued and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

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

6.2 Other reasons for authorised Absence

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

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

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

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

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

7. Strategies for promoting attendance and punctuality

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.

The school will support families through a number of strategies including:

• Sharing expectations and the importance of regular attendance with parents through newsletters, parent meetings and on the school website.

• The school is a welcoming environment where children feel valued and welcomed.

• Teachers plan the curriculum to build on children's prior learning through investigation and immersion. The curriculum design is linked to the school's vision and values, to develop children's learning behaviours which enable them to become resilient, independent and confident learners.

• Teachers share the overview of the learning, highlighting what is coming up so children feel that they do not want to miss out.

• School staff will speak with parents to discuss the reasons behind non-attendance and or lateness. The school will endeavour to make reasonable adjustments to support parents and children, for example, staggered drop-offs or alternative entrance where possible; transition objects to support the child with the transition between home and school.

• Offering parenting workshops (e.g. Warwickshire parenting support team workshops and programmes; the Solihull Approach) these include sessions on routines and helpful ideas.

• Providing children with tasks or responsibilities to perform at the start of each day

• Breakfast club provided to support children with transition and/or emotion- based school anxiety

• Supporting families with the purchase of school uniform in different ways which includes school uniform sales and uniform 'swaps'. Parents should ask a member of staff if they need advice or support with purchasing school uniform.

• Recognising good, improving or 100% attendance through positive postcards that are handwritten and sent home to pupils during the Easter holiday.

• Work with the school and/or local authority to devise an attendance contract. This is not a punishment or criticism of parenting. It is a formal action plan that sets out what parents will do to improve their child's attendance and how they will be supported by the school and/or local authority to do this.

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

Supporting pupils with complex attendance barriers requires a compassionate, multi-agency approach. If the school becomes aware of barriers that relate to the pupil's needs, we will inform the local authority and hold early, sensitive conversations with families, identifying root causes like special educational needs and disabilities (SEND) or emotionally based non-school attendance (EBNSA), and make reasonable adjustments to ensure that the pupil and their family is well-supported. We will work with the family to do the following:

<u>Identify Root Causes</u>

- **Explore emotional factors**: Look for signs of EBNSA, such as separation anxiety, sensory overload, or social stress.
- **Assess unmet needs**: Check for undiagnosed neurodivergence, communication difficulties, or medical conditions that make the school environment overwhelming.
- **Analyse patterns**: Track specific triggers, such as particular days, transitions, or unstructured times like lunchtime.

<u>Collaborative Action Planning</u>

- **Use structured frameworks**: Apply holistic models like the ATTEND framework to map out health, environmental, and emotional factors with parents.
- **Involve multidisciplinary teams**: Coordinate with educational psychologists, speech and language therapists, and offer Early Help, where appropriate
- **Co-create support plans**: Agree on realistic, individualised targets and phased reintegration steps in partnership with the family

Please see Appendix 5 for more information.

8.2 Pupils absent due to mental or physical health

Parents should consult the NHS guidance Is my child too ill for school? when deciding whether to keep their child home due to illness. We will share this guidance with parents, and provide support in understanding it, in order to promote school attendance wherever appropriate.

Supporting pupils with mental health barriers—often referred to as Emotionally Based Non School Attendance (EBNSA)—requires a compassionate, collaborative plan between the school, family, and specialists. Early intervention, open communication, and reasonable adjustments help lower anxiety and safely rebuild a child's confidence in attending school. Working in partnership with the family, we aim to do the following:

- Identify root causes early by tracking attendance patterns and changes in classroom behaviour.
- Create personalised attendance support plan in direct partnership with parents and carers.
- Make reasonable adjustments, such as offering access to Breakfast Club or a trusted pastoral adult mentor.
- Maintain academic connection by providing manageable home learning resources so the child does not feel overwhelmed or left behind during absences.
- Utilise a multi-agency approach by connecting families with external support services like local mental health support teams.

8.3 Pupils absent due to other barrier to attendance

Supporting pupils with attendance barriers requires a holistic, empathetic approach. We look beyond attendance data to identify individual family challenges, remove financial and logistical obstacles, and build trusting relationships between home and school to foster a secure, welcoming environment. Where appropriate, in line with Appendix 5, we will consider actions using the following as a guideline for our approach:

Identify and Diagnose Needs

- **Data mapping:** Combine attendance tracking with wellbeing and SEND data to spot early patterns of persistent absence.
- **Holistic frameworks:** Use tools like the ATTEND framework to map out health, emotional, and environmental roadblocks collaboratively with families.
- **Individual check-ins:** Listen to the child and parents without judgment to understand why school feels difficult.

Practical and Financial Support

- **Remove hidden costs:** Provide free uniforms, PE kits, and learning supplies so poverty never stops a child from fitting in.
- **Logistical help:** Assist with transport solutions or offer practical advice if families are struggling with the morning routine.
- **Breakfast clubs:** Guarantee a warm, welcoming start to the day with food and a friendly face before registration.

Relational and Emotional Strategies

- **Trusted adult:** Assign a dedicated, trusted adult whom the child and family are aware of
- **Positive reinforcement:** Celebrate small wins and incremental attendance improvements rather than just focusing on 100% targets.
- **Enrichment access:** Guarantee free access to after-school clubs and trips so disadvantaged pupils feel valued in wider school life.

Working with Families

- **Regular communication:** Reach out early with supportive phone calls and meetings
- **Clear guidance:** Offer gentle advice on managing mild childhood illnesses and when it is safe to send a child in

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

Supporting a pupil returning after a prolonged absence requires a slow, relationship-first approach focused on emotional safety rather than immediate academic catch-up. In the first instance, our Attendance Lead will hold a pre-return meeting with the family and seek to create a flexible, gradual reintegration timetable for the pupil. As part of this process, appropriate regular communication and review points will be agreed with the family.

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 and Safeguarding Policy on our school website https://www.dunnington-school.co.uk/policies/)and refer any concerns to local children's social care and/or request a police welfare check.

9. Monitoring Attendance

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

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

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

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

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

9.1 Analysing attendance data

The school will:

- analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence

- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

9.2 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 severed 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-ordinator and designated safeguarding lead.
- 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

9.3 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 (see section 6.2, above)

10. Monitoring Arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum, annually by the Headteacher. Following the review, the policy will be approved by the governing board.

11. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- EYFS Policy
- Behaviour policy

Appendix 1 – Attendance Codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school

W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance

I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes

Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2

Information for Parents

Working Together to Improve Attendance at Dunnington CofE Primary School –

Expectations	Did you Know?
As a school we aspire to **high standards of attendance and punctuality** from all pupils and parents and strive to build a culture where all can, and want to, be in school and ready to learn. The law entitles every child of compulsory school age to an efficient, full time education. It is the legal responsibility of every parent to make sure their child receives that education. If your child is absent from school, you should contact the school office before 9am: select option 1 and leave a message providing the child's full name, reason for absence and the anticipated length of the absence. **Good attendance and punctuality is a learned behaviour so it is important to develop good patterns of attendance and punctuality from the outset.**	*The pupils with the highest attainment at the end of Key Stage 2 and Key Stage 4 have higher rates of attendance over the Key Stage compared to those with the lowest attainment.*

Monitoring

The DfE expects schools to monitor and analyse weekly attendance patterns and trends in order to intervene and support where attendance does not meet the required level. School has clear procedures in place to monitor attendance.

School Monitoring:

Daily: If your child has not arrived during the morning, and there is no reason provided for absence, then you will receive a call to prompt you to contact school with a reason for absence. If absence continues without explanation, further contact will be made to ensure there are no safeguarding concerns. If after 5 days no reason has been provided, the absence will be recorded as 'unauthorised'. Unauthorised absences may lead to enforcement action by the Local Authority.

Fortnightly: As a school we systematically analyse school attendance data to identify pupils that may need support. Where school begins to have concerns about a child's attendance we will initiate school-led support.

School Led Support

When a pattern of poor attendance becomes apparent, the school will agree how all partners can work together to resolve the situation. Good attendance is essential for children to achieve well academically and for their wider wellbeing.

You will be invited to discuss any possible barriers and school will make an offer of support. Hopefully this will positively impact the child's attendance and no further intervention will be needed.

Where absences persist and the school continues to have concerns, you will be invited to an in-school meeting to discuss further and more formal support..

Formal Support

If School Led Support is not working or parents and carers are not engaging, a meeting will be held with the school's Senior Attendance Champion to look at a more formal plan of support. This might involve the creation of an Attendance Contract and/or engagement with other agencies to support the pupil to improve attendance.

If the pupil's attendance does not improve, the school may issue a Notice to Improve or consider referring to the Warwickshire Attendance Service for further guidance.

Important Notes

For any Leave of Absence, parents are required to complete a request form which is available from the School Office. School can only grant a Leave of Absence in exceptional circumstances.

Parents may be required to **provide medical evidence** for any of their child's absences due to ill health in order to authorise these absences. Where this is the case you will receive an email to notify you.

Take this link to view the school's Attendance Policy

Appendix 3

Attendance Information for Parents – September 2024

Leave of Absence in Term Time

Frequently Asked Questions

When can my child be absent from school?

When you register your child at school, you have a legal duty to ensure your child attends that school regularly. This means that your child must attend every day that school is open, unless:

- Your child is too ill to attend that day
- You have asked in advance and been given permission by the school for your child to be absent on that day due to exceptional circumstances
- Your child cannot attend on that day because it is a day you are taking part in a religious observance
- Your local authority is responsible for arranging your child's transport to school and it is not available that day
- You are a gypsy/traveller family with no fixed abode, and you are required to travel for work that day meaning your child cannot attend their usual school, in most circumstances however, your child is expected to attend another school temporarily during such absences.

These are the only circumstances where schools can permit your child to be absent.

What do I need to do if I know that my child will be absent from school?

All parents can request a Leave of Absence for their child which gives them permission to be absent from school. Leave of Absence must be applied for in advance and will only be granted in exceptional circumstances.

What does the law say about Leave of Absence in term time?

It says that Headteachers may not grant any Leave of Absence during term time unless there are exceptional circumstances. The DfE does not consider the need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance. Headteachers should determine the number of school days a child can be away if the leave is granted.

If my child's school refuses to authorise my term time Leave of Absence request, will I receive a Fixed Penalty Notice and can I be prosecuted?

Warwickshire County Council Fixed Penalty Notice Protocol acknowledges that regular and punctual attendance at school is both a legal requirement and essential for pupils to maximise their educational opportunities.
Circumstances where a Fixed Penalty Notice might be issued include unauthorised leave in term time or other parentally condoned absence where the absence amounts to five school days or more in a minimum ten school week rolling period. You can be prosecuted if you receive a Fixed Penalty Notice and it is not paid.
Under the Education Act 1996, parents commit an offence if they fail to ensure their child's regular school attendance. Taking a child out of school for a Leave of Absence without permission, and where the absence amounts to five school days within a ten week rolling term, is viewed as failing to ensure your child's regular attendance at school.
Payment of a Penalty Notice, where offered, is an alternative to prosecution. If unpaid, prosecution for the Education Act offence may therefore ensue. A Fixed Penalty Notice will be issued to each person with parental responsibility for the child/children who are deemed liable for the offence/offences.

What happens if I take my child on holiday without completing a Leave of Absence request form?

If school has reason to believe that an absence is due to a holiday, the School Attendance Champion will contact you. The absence will be categorised as unauthorised unless medical evidence can be provided for the absence. Unauthorised absences on your child's attendance record may mean that you are liable to incur a Fixed Penalty Notice.

Appendix 4

Information for Parents – September 2024

What Does Good Attendance Look Like During an Academic Year?

Absences

Days Absent	Risk of Persistent Absence
1	Low
2	Low
3	Low
4	Low
5	Low
6	Low
7	Low
8	Low
9	Low
10	Moderate
11	Moderate
12	Moderate
13	Moderate
14	Moderate
15	High
16	High
17	High
18	High
19 or more	Persistent Absence

Frequency

Number of Separate Episodes of Absence	Risk of Persistent Absence
1	Low
2	Low
3	Medium
4	Medium
5	High
6	High

What does good attendance look like?

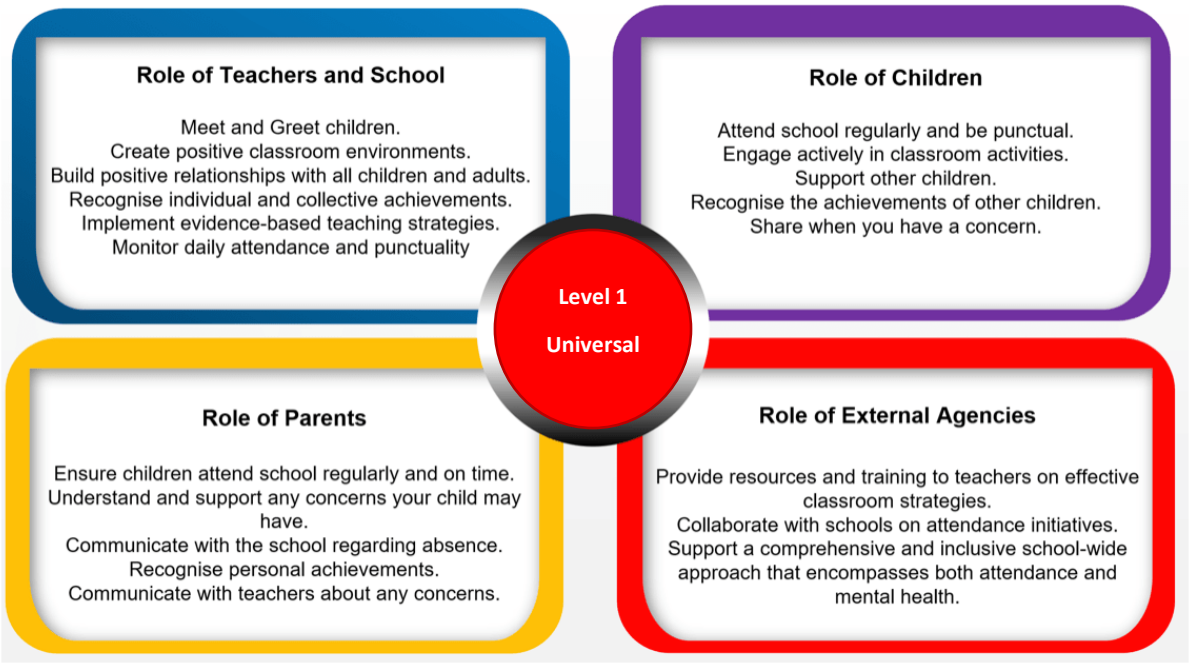
Every Day Count		
100%	0 days missed	Excellent
99%	2 days (10 lessons missed)	Very Good
97%	1 week (25 lessons missed)	Good
95%	2 weeks (50 lessons missed)	Support needed
94-91%	11-17 days (55-85 lessons missed)	Cause for concern
90%	4 weeks (100 lessons missed)	Persistently Absent
80%	7.5 weeks (190 lessons missed)	Over 5 years, this equates to 1 year missed
50%	19 weeks (485 lessons missed)	Severely Absent Referral to Local Authority

Appendix 5

Attendance Levels of Support

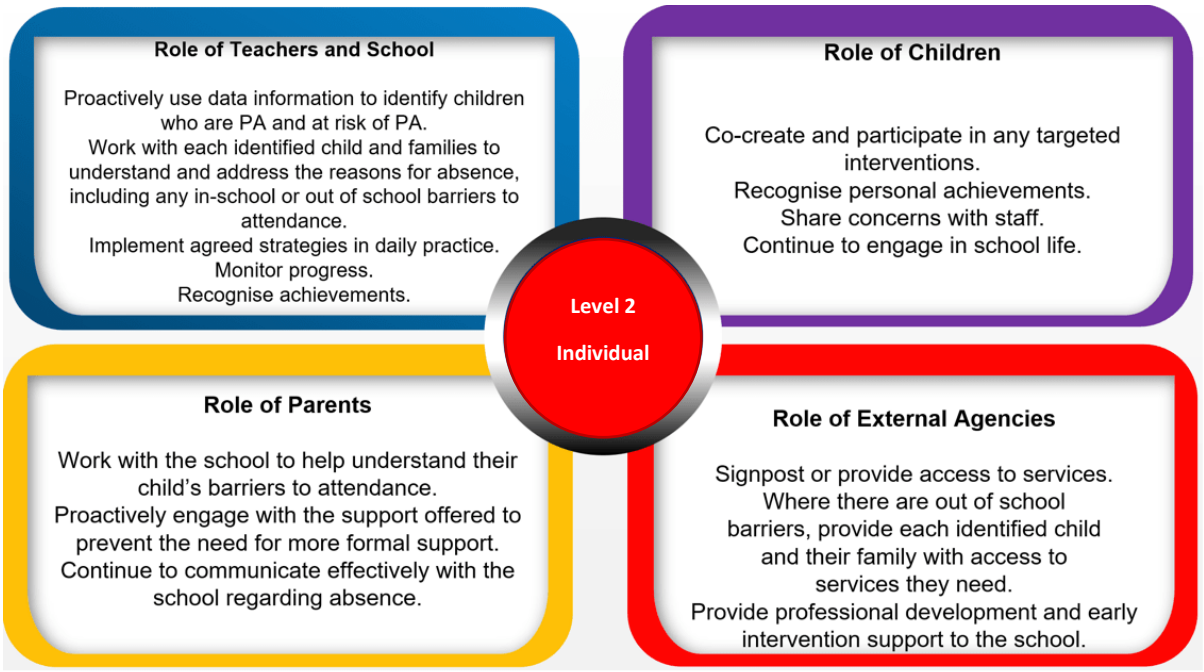
Level 1 Universal Approach

Providing a baseline universal attendance approach that benefits all children



Level 2 – Individualised Strategies and Early Support

Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Level 3 – Higher Needs Strategies Support

Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.

