Appleton Primary School
Attendance Policy

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1.0 Introduction

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

We will also promote and support punctuality in attending lessons.

The Constellation Trust seeks to ensure that all pupils receive a full-time education which maximises opportunities for each of them to realise their true potential. The Constellation Trust will strive to provide a welcoming, caring environment, whereby each member of the individual schools' community feels valued and secure.

At the core of our policy lies an expectation that pupils will come to their school regularly and on time. All our staff will work with pupils and their families to support parents/guardians in helping them meet their legal duty to ensure that their children attend school regularly and on time.

The attendance policy and practice will ensure that children are kept safe and ensure their welfare needs are met in accordance with current safeguarding practice.

2.0 Our Attendance Promise

At Appleton Primary School, we believe that every child belongs, every day matters and strong attendance gives every pupil the best opportunity to learn, develop friendships and thrive.

Guided by **The Appleton Way**, we will work together to be:

- **Ready** – arriving at school on time and prepared to learn.
- **Respectful** – listening to children and families and understanding individual circumstances.
- **Responsible** – working together to address absence promptly and support every child's right to education.

Through our **ASPIRE values**, we promise to:

- **Articulate** clear, consistent expectations about attendance and punctuality.
- **Seek** to understand the reasons behind absence.
- **Pioneer** supportive approaches that help children reconnect with school.
- **Innovate** practical solutions tailored to individual needs.
- **Respect** every child and family, including their culture, circumstances, SEND, health and wellbeing.
- Pursue **Excellence** by monitoring attendance carefully, intervening early and reviewing whether support is making a difference.

The school promises to:

- create a safe, welcoming and inclusive environment where every child feels that they belong;
- welcome children positively each day, including after periods of absence;
- maintain accurate morning and afternoon attendance registers;
- contact families promptly when an absence is unexplained;
- monitor attendance and punctuality carefully and identify emerging concerns early;
- listen to children and parents to understand barriers to attendance;
- offer appropriate school-based support and reasonable adjustments;
- work with the local authority, health, Early Help, social care and other services when wider support is needed;
- communicate concerns clearly, sensitively and honestly;
- recognise improvement, effort and positive attendance habits;
- balance support with appropriate challenge and accountability; and
- use formal attendance procedures or legal intervention only when support is not appropriate, has not been successful or has not been engaged with.

We ask parents and carers to promise to:

- make sure their child attends school every day that they are well enough to do so;
- ensure their child arrives on time and ready to learn;
- contact the school on the first day of absence, explaining the reason;
- keep the school updated when an absence continues;
- provide accurate and current contact information;
- arrange routine medical and dental appointments outside school hours wherever possible;
- avoid requesting leave during term time unless there are exceptional circumstances;
- speak to the school as early as possible when difficulties may affect attendance;
- engage openly with support, meetings and agreed attendance plans; and
- work with the school and other professionals to help their child return to regular attendance.

We encourage pupils to promise to:

- follow The Appleton Way by being Ready, Respectful and Responsible;
- attend every day they are able to;
- arrive on time and prepared for learning;
- tell a trusted adult if something is making it difficult to attend or feel safe in school;
- take part in agreed support and return-to-school plans; and
- welcome and support classmates returning after absence.

At Appleton, our approach is **connection before compliance**. We will begin by listening, understanding and offering support. Where attendance does not improve, or support is declined, we will act responsibly and follow statutory guidance and local authority procedures.

Together, we ASPIRE to learn for life—and attendance makes this possible.

3.0 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 School Attendance (Pupil Registration) (England) Regulations 2024
- https://www.legislation.gov.uk/uksi/2006/1751/contentsThe Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

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.

Definitions set out in the guidance and legislation -

Absence	Arrival at school after the register closed. Not attending school for any reason.
Authorised absence	Authorisation is granted for absence at the discretion of the school, in compliance with legislation and guidance. It could be granted for: Sickness. Medical or dental appointments which unavoidably fall during school hours. Religious or cultural observances. An exceptional family emergency.
Unauthorised absence examples	Parents keep children off school unnecessarily or without reason. Truancy. Absences which have never been properly explained.

	Arrival at school after the register closed. Absence due to shopping, looking after other children, or birthdays. Day trips and holidays in term-time, that have not been agreed. (These will only be authorised in exceptional circumstances in compliance with legislation and at the discretion of the school) Leaving school with no explanation during the day.
Persistent absenteeism (PA)	Missing 10 percent or more of schooling across the year for any reason, regardless of authorisation.
Severe absenteeism (SA)	Missing 50 percent or more of schooling across the year for any reason, regardless of authorisation.
At risk of PA	Pupils whose attendance is dropping or at a level which makes it reasonably likely that they may become PA throughout the academic year.

4.0. Roles and responsibilities

4.1 **The Board of Trustees and the school's Local Advisory Board** are responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
    - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authorities
    - 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 and Trust 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, 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
    - The school's legal requirements for keeping registers
    - The 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 Head of School to account for the implementation of this policy

- Board of Trustees :Identifying and monitoring attendance patterns across the trust's schools to identify common issues and barriers, and share effective practice between schools.

4.2 **The Head of School**

The Head of school 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 in consultation with Trust Exec Lead: Pastoral Care and/or the LA Senior Education Welfare Officer for their locality.
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

4.3 **The Trust Exec Lead; Pastoral Care** 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

4.4 **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

4.5 The school attendance lead and allocated admin team members

The school attendance lead at each school is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports and concerns about attendance to the designated senior leader responsible for attendance.
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher/ designated senior leader (authorised by the headteacher) when to issue fixed-penalty notices.

4.6 Class teachers

All class teachers are responsible for recording attendance for both morning by 9.00am and afternoon by 1pm sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information via Arbor.

- Following this policy and ensuring pupils do so too. They are also responsible for ensuring this policy is implemented fairly and consistently.
- Monitoring attendance and promptly discussing any concerns over attendance with parents.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.

4.7 The school administration staff

The school administration 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 DSL or Attendance Lead where appropriate, in order to provide them with more detailed support on attendance

4.8 **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:

- Ensuring that their children attend and stay at school.
- Ensuring that their children arrive at school on time, appropriately dressed and ready to learn.
- Instilling in their children an appreciation of the importance of attending school regularly.
- Ensuring that they are aware of the attendance policy of their children's school.
- Working in partnership with their children's school and relevant partners to resolve issues which may lead to non-attendance.
- Notifying the school if their child is absent. This should be done on the first day of absence as early as possible. They should also provide an explanation for the absence. This explanation should be confirmed when the child returns to school.
- Avoiding arranging medical/dental appointments during school hours.
- Avoiding booking holidays during term time.
- Contacting the school following procedures detailed below prior to any known, unavoidable term-time absence.
- Providing accurate and up-to-date contact details.
- Providing the school with more than one emergency contact number.
- Updating the school if their details change.
- Seek support, where necessary, for maintaining good attendance, by contacting M. Heeley – Attendance Well-being Lead, who can be contacted via the school office.

4.9 Pupils

Pupils are expected to:

- Attend school every day, on time.

5.0 Recording attendance

5.1 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 begins with a soft start at 8:40am and ends at 3:30pm.

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

The register for the first session will be taken no later than 9am. The register for the second session will be taken at no later than 1pm.

Registers close at 9.20am in the morning and 1.30pm in the afternoon. Any pupils that arrive after these times will be recorded as 'late after the register is closed' which is an absence mark. (See DfE coding in Appendix A).

Procedures for power or network failure

Should the school network or internet is disrupted, manual attendance registers will be used for either/ or morning and afternoon session. Completed registers will be returned to school office and uploaded once the issue has been resolved.

5.2 Absence Procedures

- Parents should contact the school as soon as possible on the first day of their child's absence to explain why they were absent.
- A phone call will be made to the parent of any pupil who has not reported their child's absence on the first day that they do not attend school. If the school is unable to make contact with the parent/carer, they may contact the pupil's emergency contacts and/or other professionals or contacts of the family who could reasonably be expected to be able to advise of the pupil's whereabouts.
- The staff member will encourage the attendance of any pupil that they believe should be able to attend including those with minor ailments.
- In the case of persistent absence, severe absence and at risk of persistent absence, arrangements will be made for parents to speak to the attendance staff. The school will inform the local authority (LA), on a termly basis, of the details of pupils who fail to attend regularly, or who have missed 10 school days or more without authorisation.
- The school will offer support to parents and pupils where there is an attendance issue, including engaging support from other appropriate agencies.
- Where parents do not engage in this support and attendance fails to improve a 'Notice to Improve' may be issued and where this fails to secure improvement a penalty notice and /or prosecution may follow. (see section on notice to improve below)
- Where a pupil has not returned to school for 10 days after an authorised absence, or is absent from school without authorisation for 20 consecutive school days, the school will contact the Local Authority and follow the 'Child Missing Education' guidance.
- Where the family is believed to have taken an unauthorised term-time holiday and the parent is unable to supply appropriate evidence to the contrary a local authority penalty notice/fine will be issued in compliance with the 2024 statutory guidance.
- Where there is a significantly high level of illness absence that is not explained by the acknowledged symptoms of a specific medical diagnosis, parents may be requested to provide medical appointment evidence for all illness before further illness authorisation is given (no evidence will result in an unauthorised absence (O code)).
- This will be used to indicate the severity of the absence through illness, encouraging parents that this is unusual and requires appropriate medical scrutiny.
- Where there are concerns that the absence of a child constitutes a risk of harm, safeguarding procedures will be followed as per the Safeguarding Policy.

5.3 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 9.00am, or as soon as practically possible, by calling the school office.

We will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

5.4 Planned absence

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

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.

5.5 Appointments

As far as possible, parents should attempt to book medical and dental appointments outside of school hours.

Where this is not possible, the school may ask to see some form of evidence such as an appointment card or hospital letter.

If the appointment requires the pupil to leave during the school day, they will need to be signed out at the school office by a parent.

Pupils should attend school before and after the appointment wherever possible.

5.6 Part-time timetables

All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude, and special educational needs. Only in exceptional circumstances, where it is in the pupil's best interest, would a part-time timetable be considered. DfE guidance is very clear about the reasons why a part-time timetable might and might not be used. We only make use of part-time timetables in exceptional circumstances and in full compliance with the DfE guidance.

This intervention should not be used as an approach to manage a pupil's behaviour.

If a school is considering a part-time timetable, it is must have ensured it has the agreement of both school and the parent/s the pupil normally lives with.

- Any part- time timetable will be time-limited and will not be treated as a long-term solution.
- It will have a target expiry data, after which a full time return to school will be expected.
- Part-time timetables will only be used to support a pupil's physical or mental health needs. They will not be used as a tool for managing behaviour.
- Part-time timetables will only be made with parental agreement and in compliance with the school's Safeguarding Policy.
- The school will mark the sessions where the pupil is not expected to attend as authorised absence. (Code C2 or X for non-compulsory school age pupils).

The Designated Safeguarding Lead will have been consulted to ensure the ongoing safeguarding of any pupil whilst on a part-time timetable.

If a part-time timetable is authorised, the school must notify the Local Authority using the appropriate documentation. There is also an expectation that if the pupil has a social worker they will be kept informed during the process.

5.7 Lateness and punctuality

The school will actively encourage high levels of punctuality.

- Monitor and follow up on lateness.
- Promote school times and the time of registers opening and closing on the website.
- When a pupil arrives late and the register is still open, he/she will be marked as 'late' but counted as present for that session (Code L).
- When a pupil arrives after the register has closed and a parent provides a satisfactory explanation, he/she will be marked as an 'authorised absence' for that session using the correct code (eg. M, C, etc.).
- When a pupil arrives after the register has closed and the parent fails to provide a satisfactory explanation, he/she will be marked as 'unauthorised absent' for that session (code U).

5.8 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. If the school cannot reach any of the pupil's emergency contacts, the school may conduct a home visit.
- 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

- If relevant, report the unexplained absence to other multi agencies e.g. the pupil's youth offending team officer, social worker.
- 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: Parents/Carers will be issued a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate

5.9 Reporting to parents

- Letters will be sent out half termly if your child's attendance drops below 90% or if we have any concerns about unexplained absences.
- The school will report the whole years attendance in the Summer Term, End of Year Report
- Letters will be sent out to Parents/Carers termly with an overview each childs attendance

6.0 Authorised and unauthorised absence

6.1 Approval for term-time absence

The 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 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

The Head of school may not grant any leave of absence, including those for holidays, to pupils during term time unless they consider there to be 'exceptional circumstances'.

It should be noted that leave of absence is not a parental right.

The Trust defines 'exceptional circumstances' (for leave of absence that are not holiday) as 'being of unique and significant to the child's emotional, educational or spiritual well-being that it outweighs the loss of teaching time'

The Trust will not authorise term time holidays unless there are exceptional circumstances. This will be extremely rare and any requests must be made in writing, to the The Head of school in advance.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. A leave of absence is granted entirely at the The Head of school discretion.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence. The Head of school may require evidence to support any request for leave of absence.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong (s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a

traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

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

6.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The Head of school (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so and send it a copy of any penalty notice issued.

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

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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

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

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

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

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

6.3 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

6.4 - Removal from school roll

A pupil's name can only be deleted from the admission register for a reason set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024. Removal for any other reason could constitute off-rolling and cannot be removed retrospectively.

A return will be made to the local authority when a pupil's name is deleted from the admission register in accordance with regulation 13(4) to (6) except when a pupil's name is deleted at or after the end of the last term of the school year when they are in year 6 or Year 11 in a secondary setting.

Codes for deletion

Compulsory School age: Regulation 9(1)

- Ground A - pupil has been registered fully at another school
- Ground B - pupil has not continued at the school following completion of nursery
- Ground C - pupil is dual registered and the other school agrees deletion
- Ground D - pupil has an attendance order changed to name another school
- Ground E - pupil has a school attendance order revoked
- Ground F - Parent of pupil has notified school in writing pupil is leaving to be educated otherwise than at a school (eg. Elective Home Education)
- Ground G - pupil no longer normally lives a reasonable distance from the school
- Ground H - pupil has not returned following a leave of absence (ten school days)
- Ground I - pupil has been continually absent from school for 20 school days
- Ground J - pupil is detained under a sentence of detention (criminal)
- Ground K - pupil has died
- Ground L - pupil will be over compulsory school age and will not continue to 6th form
- Ground O - The pupil has been permanently excluded from school

Not of compulsory school age: Regulation 9(3)

- Ground A - pupil will not attend school again
- Ground C - pupil has been continually absent from school for 20 school days
- Ground D - pupil has died
- Ground E - pupil has been permanently excluded from school
- For fuller description of grounds for deletion from roll see Working together to improve school attendance pages 64-75

6.4 - Missing Children

Pupils are not permitted to leave the school premises during the school day.

The following procedures will be taken in the event of a pupil going missing or absconds whilst at school:

- The member of staff who has noticed the missing pupil will inform the Senior Leadership Team immediately.
- A member of staff will stay with the rest of the class, and all available members of staff will conduct a thorough search of the school premises as directed by a member of the senior leadership team.
- Staff will then search the area immediately outside of the school premises and will take a mobile phone with them so they can be contacted.
- If the pupil has not been found, then the parents of the pupil will be notified.
- The school will attempt to contact parents using the emergency contact numbers provided.
- If the parents have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted.
- If the missing pupil has an allocated social worker, is designated as 'Looked After', or has any SEND, then the appropriate personnel will be informed.

- When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well.
- The Head of School will take the appropriate action to ensure that pupils understand they must not leave the premises, and sanctions will be issued if deemed necessary.
- Parents and any other agencies will be informed immediately when the pupil has been located.
- The Head of School will carry out a full investigation and will draw a conclusion as to how the incident occurred.
- Appropriate disciplinary procedures are followed in accordance with the Behaviour Policy

7.0 Strategies for promoting attendance

The school's strategies for rewarding and improving attendance include:

- Attendance Buddy System
- Weekly Class Attendance Rewards
- Weekly 100% Attendance Awards
- Monthly Attendance Awards
- Half-Termly Attendance Awards
- Annual Attendance Awards
- Certificates
- Prizes
- Gift Vouchers
- Attendance Assemblies and Celebrations
- We celebrate both excellent attendance and improvements in attendance.
- This demonstrates that attendance isn't just monitored, it is actively promoted.

8.0 Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

Where concerns arise due to attendance, the school will action it's graduated approach to support parents/carers to improve punctuality quickly. This will include meetings with parents/carers, individual support plans and signposting to a range of school-based initiatives to improve attendance, such as the daily walking bus and breakfast club.

The aim of the graduated approach is to support families to improve attendance quickly through guidance and action. In working with the Local Authority's locality attendance teams, the school will be guided by elements of the ATTEND framework. Some of our pupils arrive with a history of low attendance and complex multifaceted barriers, for example: family circumstances, socio-economic challenges and mental health issues.

The ATTEND framework provides a structure methodology to help address these challenges and can help support the school's graduated response.

This will include vies of:

1. Educational professionals working within a local authority's children's workforce

2. Pupils

3. Parents or carer

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

Where pupils have been absent due to mental or physical ill health or SEND, a meeting will be held with the Head of School or an appropriate senior leader, to begin the graduated response and outline a series of actions to be taken by all parties to ensure that attendance improves quickly. This will include a risk assessment and discussion around medical and/or care needs. If appropriate, a personalised health care plan will be set up to address individual needs. Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

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

Where pupils have had a lengthy or unavoidable period of absence, on return to school, a meeting will be held with the Head of School or an appropriate senior leader, to begin the graduated response and outline a series of actions to be taken by all parties to ensure that attendance improves quickly.

9.0 Attendance monitoring

Monitoring of attendance happens on a weekly basis. Together with the Attendance Officer and Designated Safeguarding Lead, the Senior Attendance Lead reviews attendance for all pupils and agrees a set of actions where pupil's attendance requires improvement, this may include inviting parents/carers into school to attend a meeting or actioning a personalised support plan. Further meetings review attendance on a monthly, half-termly, termly and yearly basis.

The school works in partnership with an Educational Welfare Officer, who visits the school to support with pupils where there are concerns about complex needs and/or severe absenteeism.

9.1 Monitoring attendance

The Trust will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across each school and at an individual pupil, year group and cohort level. Monitoring of codes will also take place.

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and class 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 that data can be accessed regularly and securely.

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

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

9.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, 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
- The Trust will 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

Appleton Primary 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-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

9.4 Reducing persistent and severe absence.

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the trust and school's strategy for improving attendance.

The [trust and 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 5.2, above)

- Use the school's graduated approach to managing attendance to ensure that all strategies to improve attendance have been explored and discussed with families – an example can be seen below in Section 9.

10.0. Intervention Strategies

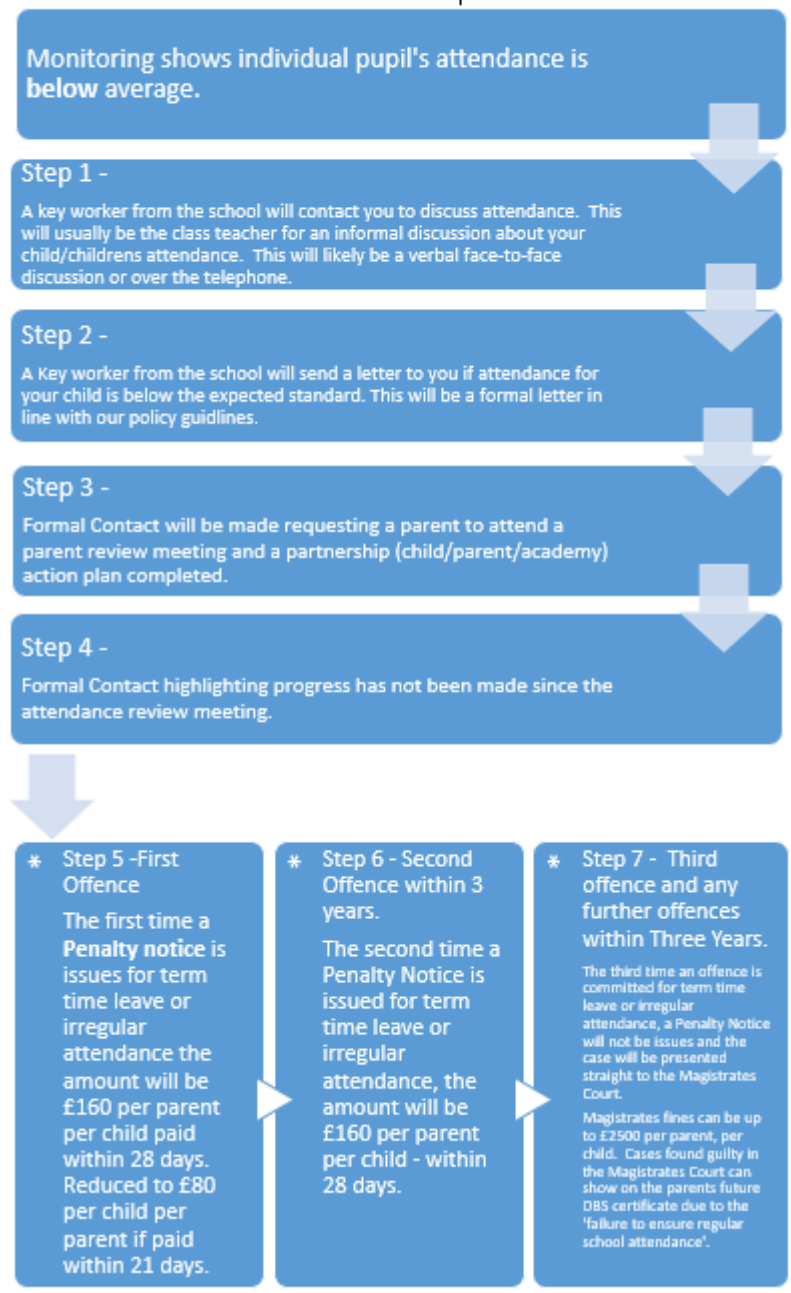
How We Support Families

We recognise that attendance difficulties are often a symptom of wider challenges.

Support available may include:

- Attendance meetings
- Breakfast Club
- Family support
- Wellbeing support
- SEND support
- Early Help referrals
- Local Authority attendance support
- Individual attendance plan

Flowchart of Attendance Interventions – Working within the Attendance and Punctuality Policy.



11.0. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Mrs F Rihane– Attendance Lead. At every review, the policy will be approved by the board of trustees and shared with the school governors.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding 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