



# LUX MUNDI

LIGHT OF THE WORLD ~ CATHOLIC ACADEMY TRUST

## Attendance Policy **CARDINAL POLE CATHOLIC SCHOOL**

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**CHAIR OF GOVERNOR'S SIGNATURE:** 

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## 1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the 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.
- We will also promote and support punctuality in attending lessons.

## 2. Legislation and Guidance

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

Part 6 of the [Education Act 1996](#)

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, statutory duties and comply with the law on school attendance, 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.

### **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 penalty notices, where necessary, and/or authorising the Assistant Headteacher 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 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/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 can be contacted on 020 8985 5150 or via email [enquiries@cardinalpole.co.uk](mailto:enquiries@cardinalpole.co.uk)

### **3.4 The Attendance Officer**

The school Attendance Officer is responsible for:

Monitoring and analysing attendance data (see section 9).

Benchmarking attendance data to identify areas of focus for improvement.

Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Headteacher.

Working with education welfare officers to tackle persistent absence.

Advising the Headteacher and assistant headteacher (authorised by the Headteacher) when to issue fixed-penalty notices.

The Attendance Officer can be contacted on 020 8985 5150 or via email [enquiries@cardinalpole.co.uk](mailto:enquiries@cardinalpole.co.uk)

### **3.5 Class Teachers And Form Tutors**

Class teachers and form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office at the start of prep sessions and lessons.

### **3.6 School Admin Staff**

School admin 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 pastoral teams where appropriate, in order to provide them with more detailed support on attendance.

### **3.7 Parents**

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

All natural parents, whether they are married or not.

All those who have parental responsibility for a child or young person.

Those who have day-to-day responsibility for the child (i.e. lives with and looks after them).

Parents are expected to:

Make sure their child attends every day on time.

Call the school to report their child's absence before 8:30am 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 the relevant pastoral teams and/or the school attendance officer.

### **3.8 Pupils**

Pupils are expected to:

Attend school every day, on time.

## **4. Recording Attendance**

### **4.1 Attendance Register**

We will keep an electronic attendance register, and place all pupils on this register.

We will take our attendance register at the start of each morning session of each school day and once during each afternoon 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 a place other than school.
- Absent.
- Absent - unable to attend due to unavoidable causes.

Any amendment to the attendance register will include:

- The original entry.
- The amended entry.
- The reason for the amendment.
- The date on which the amendment was made.
- The name and position of the person who made the amendment.
- See Appendix 1 for the DfE attendance codes.

We will also record:

Whether the absence is authorised or not.

The nature of the activity, where a pupil is attending an approved educational activity.

The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances.

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

The school day starts at 8:30am and ends at 3:00pm.

Pupils must arrive in school by 8:30am on each school day.

The register for the first session will be taken at 8:30am and will be kept open until 9:00am. The register for the second session will be taken at 1:20pm and will be kept open until 1:50pm.

## **4.2 Unplanned Absence**

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8:30am, or as soon as practically possible, by calling the school student absence line on 020 8985 5150.

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 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.

## **4.3 Planned Absence**

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

This can be done by emailing [enquiries@cardinalpole.co.uk](mailto:enquiries@cardinalpole.co.uk) or calling 020 8985 5150.

However, we encourage parents 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 must also apply for other types of term-time absence as far in advance as possible of the requested absence. See section 5 to find out which term-time absences the school can authorise.

## **4.4 Lateness and Punctuality**

A pupil who arrives late:

Before the register has closed will be marked as late, using the appropriate code (L).

After the register has closed will be marked as absent, using the appropriate code (U). This will be treated as truancy and an automatic Headteacher's detention set unless a valid reason is provided.

In the case of pupils who arrive to school late but have a valid reason (medical or dental appointments or emergency of some kind), the parent/carer must notify the school attendance officer of the reason for the lateness via the school office on 020 8985 5150 as soon as possible.

Pupils who arrive to school late (without a valid reason) before 9:00am will have a 30-minute detention after school on the same day.

Pupils who arrive to school late (without a valid reason) after 9:00am will have a 1-hour detention after school on the same day.

Pupils who are late to school three times in the same week will have a 2-hour detention on the Thursday of the following week until 5.00pm. Parents/carers will be notified of such a detention at least 24 hours beforehand.

Handwritten notes explaining why a pupil is late will not be accepted. The School Attendance Officer must be notified by calling 020 8985 5150 and leaving a message.

Note that traffic and/or transport problems and failing to wake up on time are not acceptable reasons for being late to school.

Pupils who are persistently late after 9am will be recorded as an unauthorised absence and, as such, may lead to an Educational Welfare Officer becoming involved and the instigation of a fine process.

## **4.5 Following Up Unexplained Absence**

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

Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason.

Identify whether the absence is approved or not.

Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent.

Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary.

Where relevant, report the unexplained absence to the pupil's social worker and/or youth offending team officer.

Where appropriate, offer support to the pupil and/or their parents to improve attendance.

Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals.

Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention (see section 7 below), as appropriate.

## **4.6 Reporting to Parents**

The school will regularly inform parents (see the definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels. This will include half-termly attendance letters for all students, and additional notice letters that are sent out under certain circumstances, for example when students' attendance drops below the school's target level of 96%. In addition, parents can check their child's attendance at any time via Bromcom and/or upon request from their child's Pastoral Team or the attendance officer.

## **5. Authorised Absence**

### **5.1 Approval for Term-Time Absence**

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

Taking part in a regulated performance, or regulated employment abroad.

Attending an interview 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. For example, death or serious illness of a close family 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 by contacting the headteacher via [enquiries@cardinalpole.co.uk](mailto:enquiries@cardinalpole.co.uk). The Headteacher may require evidence to support any request for leave of absence.

### **5.2 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.

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).

### **5.3 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.

## **6. Strategies For Promoting Attendance**

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

Rigorous monitoring of attendance bandings, patterns and changes by staff at all levels.

Celebration of high attendance in assemblies weekly / and every half term.

Rewarding high attendance and consistent improvements in attendance with in-school and out-of-school rewards, certificates, and parental contact.

Putting a range of interventions in place to improve the attendance of individual pupils as well as targeted groups including meetings and attendance contracts.

Ensuring that minimum attendance and punctuality targets are included as criteria for inclusion in school reward trips.

Producing regular attendance data and reports for staff and Governors so that effective monitoring scrutiny of attendance can take place at all levels within the school.

Liaising with pastoral teams to identify causes of concern and plan interventions and support.

Putting aspirational and achievable whole school attendance targets in place.

## **7. Supporting Pupils With Poor Attendance**

Our school will make use of the full range of support and 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.

### **7.1 Attendance Contract**

We use attendance contracts as a form of attendance support.

An attendance contract is a formal written agreement between a parent and the school to address irregular attendance at school. An attendance contract is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Parents cannot be compelled to enter an attendance contract, and the school cannot agree an attendance contract in a parent's absence.

Where an attendance contract would be an appropriate form of support, the school will arrange a meeting with the parent (and pupil if they are old enough to understand) to discuss how we can work in partnership to improve the pupil's attendance.

Where parents fail to comply with an agreed attendance contract, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents to seek explanations and determine whether the attendance contract remains useful. Where there is further non-compliance following these discussions, the school may take further action.

## **7.2 Notice to Improve**

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

A notice 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.

It 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, or prosecution considered, if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis.

A clear timeframe of between 3 and 6 weeks for the improvement period.

The grounds on which a penalty notice may be issued before the end of the improvement period.

## **7.3 Penalty Notices**

The Headteacher (or a deputy or assistant headteacher, authorised by the Headteacher), 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, we will check with the local authority before doing so, and send the local authority a copy of any penalty notice issued.

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

Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks).

Whether a penalty notice is the best available tool to improve attendance for that pupil.

Whether further support, a notice to improve or another legal intervention would be a more appropriate solution.

Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate.

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

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

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

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

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

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

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

## **8. Supporting Pupils Who Are Absent Or Returning To School**

### **8.1 Pupils Absent Due To Complex Barriers To Attendance**

If the school becomes aware of barriers that relate to the pupil's needs, we will inform the local authority. In addition, we take an approach centred upon early identification, collaboration, and targeted support. Collaboration between families, pastoral staff, the Attendance Officer, the Designated Safeguarding Lead and external agencies is used to understand the barriers, develop a plan, and ensure pupils and families are fully supported by consistent and effective interventions. In-school barriers are addressed through a range of strategies, including access to mentoring, wellbeing support, flexible timetables, and adjustments to the learning environment where appropriate. Attendance data is monitored closely to identify patterns and evaluate the impact of interventions. External agencies that may be involved in support include Early Help Support and Children's Social Care.

### **8.2 Pupils Absent Due To Mental Or Physical ill Health**

We work closely with families, healthcare professionals, and external agencies to ensure that pupils' individual needs are clearly understood and that appropriate support is in place. Regular communication with parents or carers helps us monitor progress, plan for reintegration, and maintain a sense of connection between the pupil and school life. Where necessary, we make reasonable adjustments such as temporary modified timetables, emotional support, mentoring, in-school counselling, and referrals to specialist services such as CAMHS.

### **8.3 Pupils Absent Due To Other Barriers To Attendance**

Pupils on the SEND register have a designated key worker who will call home in case of absence. We work collaboratively to understand each pupil's specific needs and remove barriers that may impact attendance, making reasonable adjustments such as additional adult support or adapted learning environments. Attendance is monitored alongside SEND provision to ensure interventions are effective, and pupils feel safe, included, and able to engage fully in school life.

Disadvantaged pupils can access additional rewards to promote attendance from the pupil premium budget, such as vouchers and trips.

Pupils who are known to social care, have safeguarding flags such as child in need or who have other barriers to attendance such as being young carers have their attendance monitored by the Designated Safeguarding Lead as well as the attendance team. Low attendance or drops in attendance for these pupils lead to appropriate interventions being put in place, including contact and collaboration with external agencies such as social care. Where a pupil has an education health and care (EHC) plan and their attendance falls, the school will inform the local authority.

Other reasonable adjustments that may be offered could include but are not limited to:

- Time out pass.
- LSC Access.
- 1:1 support.
- Extra-Curricular clubs, such as Homework club, sports, creative arts or educational activities.

- Home visits.
- Local Authority involvement such as parent engagement team, young carers referral, children social care.

## **8.4 Pupils Returning To School After A Lengthy Or Unavoidable Period Of Absence**

Pupils returning to school after a lengthy or unavoidable period of absence may need a carefully planned reintegration process. This is developed in partnership with families and, where appropriate, external agencies. Any ongoing needs and support are included in a personalised reintegration plan, which could include a phased return, adjusted timetable, access to wellbeing or academic support, and regular check-ins with pastoral or SEND staff. It is also important to make the pupils' pastoral team, form tutor and teachers aware of the return, the plan and the support required. This support could include but is not limited to:

- Meetings with parent and student to create a return to school plan.
- Offer 1:1 support on return.
- Provide mentoring support.
- Offer internal timetable adjustments.
- Offer inclusion support to re-engage with curriculum timetable.
- Put in place pastoral support.

## **9. Attendance Monitoring**

### **9.1 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.

### **9.2 Analysing Attendance**

The school will:

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

### **9.3 Using Data To Improve Attendance**

The school will:

Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis

Provide targeted support to the pupils we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 9.4 below)

Provide regular attendance reports to form tutors, 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 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 7, above).

#### **10. Monitoring Arrangements**

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the Assistant Headteacher with responsibility for attendance. At every review, the policy will be approved by the full Governing Board.

#### **11. Links With Other Policies**

This policy links to the following policies:

- Child protection and Safeguarding Policy.
- Behaviour Policy.
- Supporting Pupils with Medical Conditions 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
<b>Attending a place other than the school</b>		
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
<b>Absent – leave of absence</b>		
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
<b>Absent – other authorised reasons</b>		
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
<b>Absent – unable to attend school because of unavoidable cause</b>		
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
<b>Absent – unauthorised absence</b>		
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
<b>Administrative codes</b>		
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