



## Attendance Policy

2025 – 2026

<b>Date written:</b>	<b>September 2025</b>
<b>Date agreed by Governors:</b>	December 2025
<b>Date to review:</b>	December 2026



**'LEARNING FOR LIFE'**

**Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.**

**We believe that all members of our School community should reach their full potential academically, socially and emotionally.**

**We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.**

**Learning is a lifelong journey and we strive for all children to enjoy learning; leading to independent, motivated 'Lifelong Learners' who are prepared to face the modern day wider world with enthusiasm.**

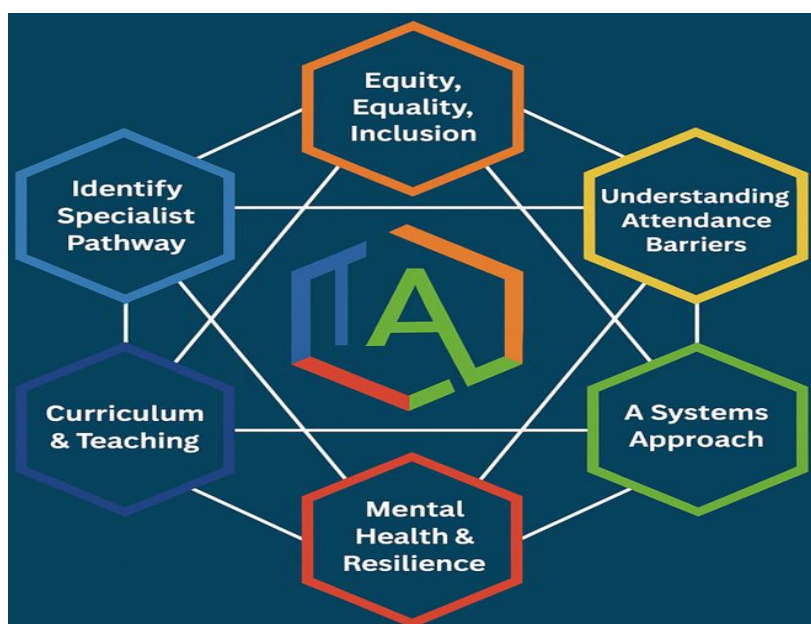
## Introduction

Whiston Willis Primary Academy is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

At Whiston Willis Primary Academy, we are driven by an unwavering commitment to making school attendance a top priority, fully integrated with every aspect of school improvement. Using the Inclusive Attendance Model – the first and only accredited programme providing the pedagogy of practice – we support children and families to connect, belong, and thrive.

## Inclusive Attendance Professional Development Model

The Inclusive Attendance professional development model fundamentally guides our attendance approach. Comprising six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management seamlessly integrate theory into practice.



## Inclusive Attendance Implementation Programme

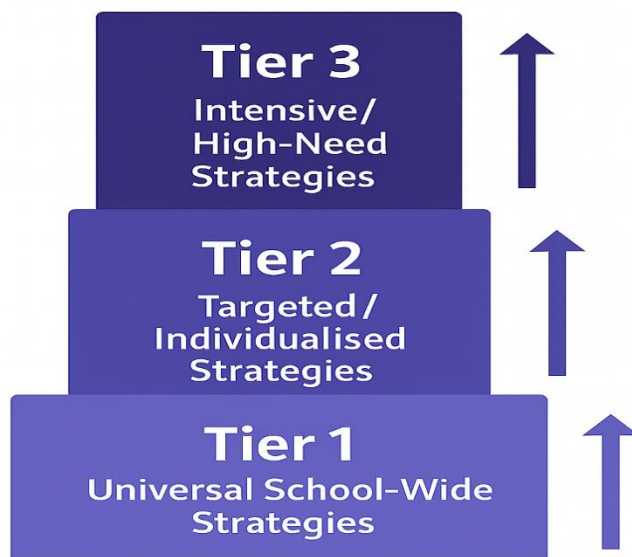
Each year, Whiston Willis Primary Academy reviews and further enhances attendance practices through dedicated participation in the Inclusive Attendance 7-month implementation programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible support.

## Impact and Collaboration

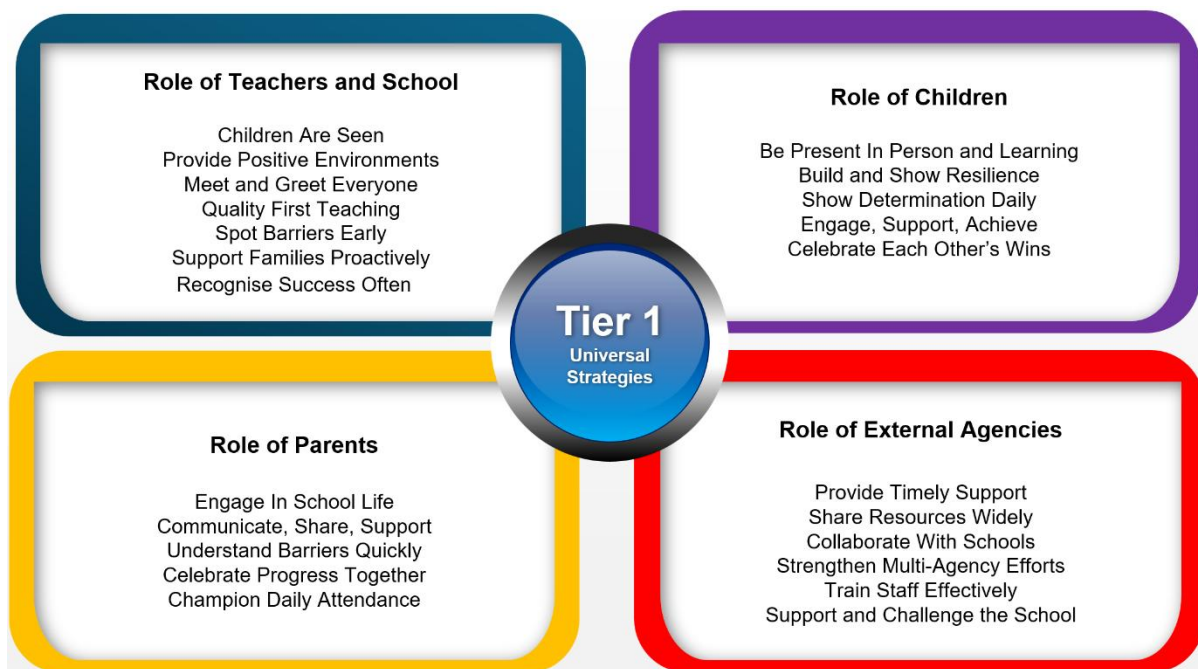
Through our ongoing year-long implementation programme, and five-year long-term strategy, we deliver measurable impact by creating an inclusive attendance culture and improving outcomes for children and young people. We are outward-facing in our approach and value working regionally and nationally, through a systems-led model with other schools and external agencies. We continually strengthen and enhance our offer year on year. This work is underpinned by ongoing accredited CPD for staff, ensuring sustainable change, stronger outcomes for children and young people, and a deeply embedded culture of collective responsibility.

## A Multi-Tiered System of Support

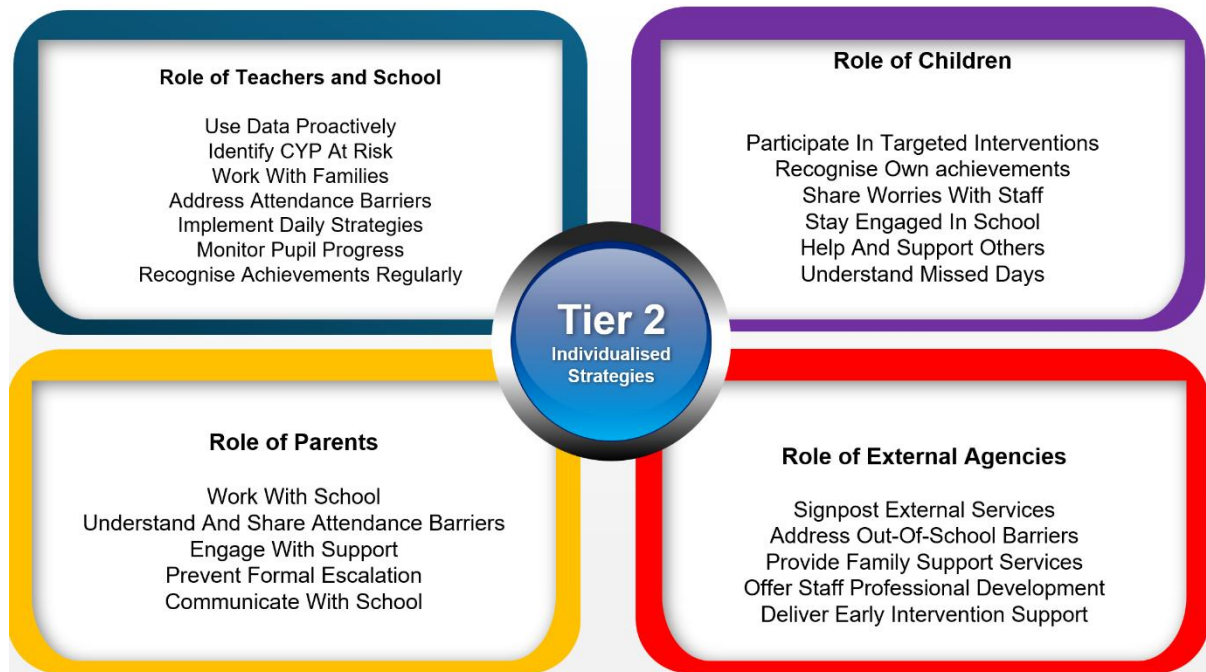
To guarantee a comprehensive approach to attendance, Whiston Willis Primary Academy implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.



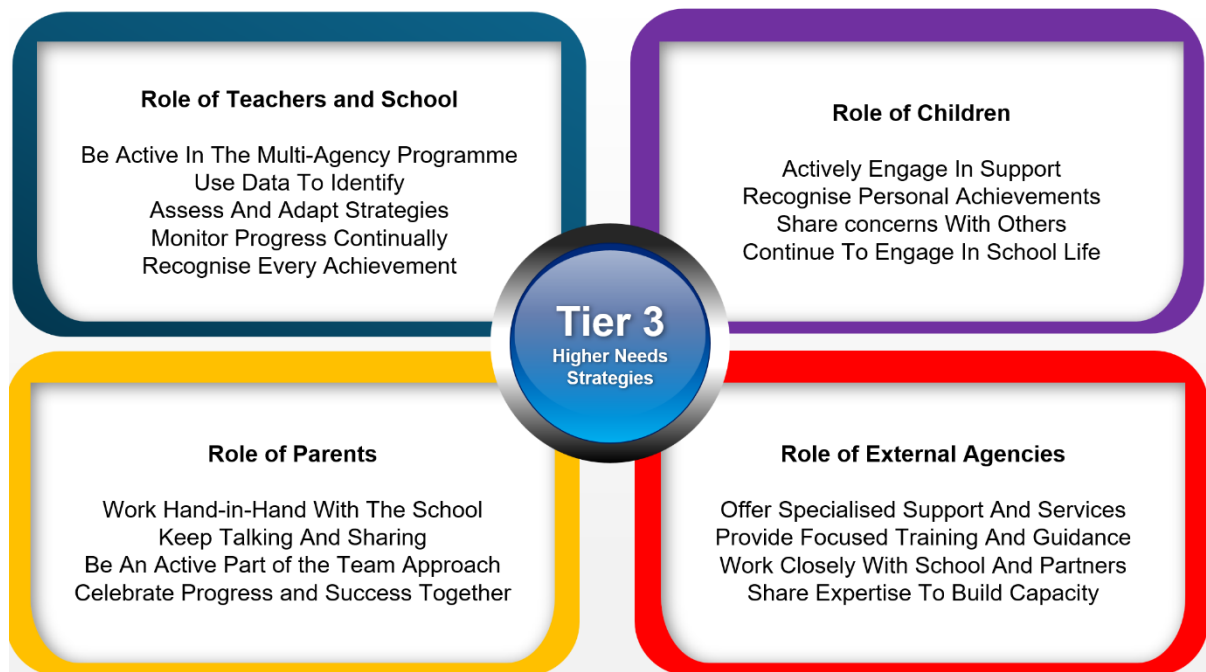
**Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.**



**Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.**



**Tier 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.**



**Recognition-Based Approach**

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

## The Importance of School Attendance at Whiston Willis Primary Academy

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- **Academic Achievement:** Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- **Knowledge Acquisition:** School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- **Social Development:** School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- **Building Routine:** School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- **Teacher Interaction:** Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- **Preventing Knowledge Gaps:** Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- **School Engagement:** Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- **Legal and Parental Responsibility:** Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- **Community Well-being:** High levels of school attendance contribute to the overall well-being of communities.

## Factors Influencing Attendance

There are many factors which can impact on a child attending school, if you have any concerns, you should contact the school as soon as possible. Possible factors include:

- **Health Issues:** Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.
- **Family Circumstances:** Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.
- **Bullying and Safety Concerns:** Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.
- **Transportation Issues:** Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.
- **Socioeconomic Factors:** Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.
- **Special Educational Needs (SEN):** Students with special educational needs may require additional support and accommodations to attend school regularly.
- **Engagement and Motivation:** Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.
- **Academic Challenges:** Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.
- **Cultural and Language Barriers:** Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.
- **Peer Pressure and Social Factors:** Influence from peers can impact attendance. Children may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school.
- **Parental Involvement:** Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

## Supporting Attendance at Whiston Willis Primary Academy

Our dedicated Attendance Team are here to support both students and their families with individualised plans and interventions as necessary. School works closely with an Educational Welfare Officer from Knowsley Local Authority who is committed to working in partnership with school and families to improve student attendance.

To address any identified attendance issues effectively, Whiston Willis Primary Academy will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

## Attendance and Punctuality Expectations at Whiston Willis Primary Academy

We will identify children at **risk of becoming a persistent absentee** if their attendance **falls below 95%**.

A child will be identified as being a **persistent absentee** if their attendance **falls below 90%**.

The school day begins at **8.40am** for all children.

The school gates are closed by 8.55am, and any child who arrives after this time will need to enter school at the main entrance and report to the main office giving the reason for lateness. A record of this will be kept.

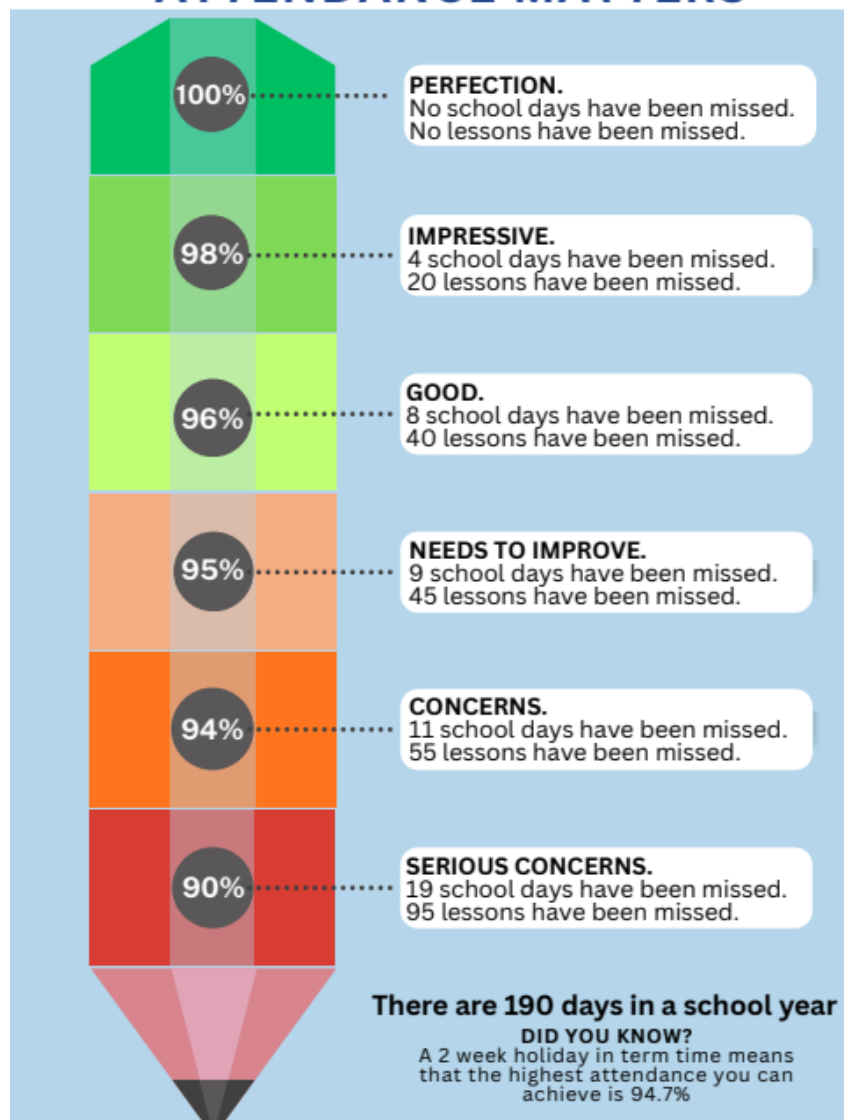


WHISTON WILLIS  
PRIMARY ACADEMY

MEMBER OF THE WALSLEY GROUP TRUST

BE RESEPECTFUL. BE RESPONSIBLE. BE SAFE.

## ATTENDANCE MATTERS



## Details of School Staff

Staff Member:	Roles & Responsibilities:
Mr I. Cooper	Principal/ Attendance Lead
Miss L. Weaver	Attendance Champion
Mr P. Nixon	Attendance Champion
Miss J. Watkins	Safeguarding Lead (DSL)
Mrs M. Price	Governor for School Attendance

## Details of the National Framework for Penalty Notices

The Department for Education have amended their 'National framework for Penalty Notices' and this has a direct implication for holidays taken during term time from September 2024.

- From September 2024, if you take your child out of school for a holiday for 10 sessions (5 school days) or more, you will receive a penalty notice. (Previously 10 school days)
- 10 sessions of unauthorised absence marks over a rolling period of 10 school weeks, may also incur a penalty notice.
- Penalty notice charges will increase to £160 per parent per child, reduced to £80 if paid within 28 days (Previously £60).
- If you take your child out of school for a second time within a 3 school-year period, the penalty notice charge will be a flat rate of £160 per parent per child.
- A 3rd holiday within 3 school years will lead to legal interventions, which may include prosecution.
- If your child is consistently late and receives a 'U' mark, 10 times within a 10-school week period, you could also be eligible for a fixed penalty notice.

## Removal from roll

This refers to the process of a child's name being officially taken off the school's register, typically due to extended non-attendance or other circumstances. Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

## Elective Home Education

To start elective home education (EHE) with Knowsley Council, you must inform the council, ideally when removing your child from school roll, stating you'll provide a suitable, full-time education. Knowsley's Education Service acknowledges parental responsibility and costs, and the process involves an initial contact/ visit to discuss your plans, followed by reviews to ensure the education provided is suitable for the child's age, ability, and needs, though they don't direct your curriculum.

## Day-to-Day Processes for Managing Attendance

We conduct daily rigorous routine involves:

- **Morning Registration:** Teachers take registers accurately, noting late arrivals promptly.
- **First Day Calling:** If a child is absent, the school office or attendance team call parents/carers on the first morning to confirm the reason for absence and expected return.
- **Data Recording:** Absences are classified as authorised or unauthorised according to policy, ensuring legal compliance.
- **Prompt Follow-Up:** For unexplained absences, follow-up actions (calls, home visits) are triggered quickly.

## First Day Calling and Safeguarding

Parents or carers must notify school of their child's absence on the first day to provide a reason for absence. If contact is not made, school will contact parents. School will remain in communication with parents by contacting on day three and day five of their absence. Please be aware that school will also attempt to make contact with other listed contacts should contact with parents be unsuccessful.

If we are unable to make contact with any of the listed contacts for your child, school may visit your home address to establish contact.

In the event of recurring attendance concerns, you may be invited to meet with a designated member of staff to discuss this. In the event of continued absence without notification, school will continue to make announced and unannounced home visits to establish contact.

### School Times of the Day

The school day begins at **8:40am** and ends at **3:10pm**.

Registration opens at **8:40am** and closes at **9:00am**.

Children are expected to arrive on time and attend all scheduled lessons and activities.

### Coding of Attendance

Attendance will be recorded using the DFE's statutory attendance codes, please refer to the appendix for coding.

### Requesting Absence Leave

Parents or carers wishing to apply for leave during term time must request in writing at least 4 weeks (20 school days) in advance.

Although each request will be considered on an individual basis, they will only be agreed in exceptional circumstances. If the request is not granted, the absence will be categorised as an unauthorised absence. Retrospective requests will not be considered and will also result in unauthorised absence.

### Reporting a Child's Absence

Parents or carers must contact school via email or phone to notify of their child's absence on the first day to provide a reason for absence. If contact is not made, school will contact parents. School will make a phone call to the first listed contact of the child, however, please be aware that school will also attempt to make contact with other listed contacts should this be unsuccessful.

### Holiday Request

Holidays during term time will not be authorised unless there are exceptional circumstances. Holiday requests must be made in writing, and a decision will be communicated to the parents or carers within 5 school days.

In accordance with Knowsley Council guidelines, school hold the right to issue an Educational Penalty Notice in the event of an unauthorised absence due to a holiday of 10 school sessions (usually 5 days) or more.

### Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

- **Persistent Absence (PA):** Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.  
Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.
- **Risk of Persistent Absence:** The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.  
Threshold: While there is no specific threshold for "Risk of Persistent Absence," we consider an attendance rate of 90-95% to be at risk of persistent absence; as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.
- **Severe Absence (or Severe Persistent Absence):** The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

### Absence Definitions

- Arrival at school after the register has closed.
- Not attending school for any reason.

### Authorised Absence

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time (we recommend still bringing your child to school for their morning mark, where possible).
- Religious or cultural observances for which the school has granted leave.
- An absence due to a family emergency.

### Unauthorised Absence

- Parents keeping children off school unnecessarily or without reason.
- Truancy before or during the school day.
- Absences which have never been properly explained.
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed.
- Leaving school for no reason during the day.

### Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. Whiston Willis Primary Academy adhere to the following key attendance acts in the UK:

- [Education Act 1996](#): The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.
- [Education \(Pupil Registration\) Regulations 2006](#): These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.
- [Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2013](#): These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.
- [School Attendance Code of Practice](#): The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.
- [Local Authority School Attendance Guidance](#): Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.
- [Department for Education \(DFE\) Guidance](#): The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.
- [Child Employment Legislation](#): Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

- [Children Missing Education \(CME\) Statutory Guidance](#): This guidance outlines the responsibilities of local authorities identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.
- [Section 19 of the Education Act 1996 \(England and Wales\)](#) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

### Linked Policies aligned to the Attendance Policy

- Behaviour & Relationships Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Mental Health Policy
- SEND Policy
- Pupil Premium Policy

### Roles and Responsibilities

In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children.

#### Our teachers will:

- [Monitor Attendance](#): Teachers are responsible for monitoring the daily attendance of their children. They will maintain accurate attendance records, noting both present and absent students.
- [Promote Punctuality](#): Teachers will encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.
- [Take Immediate Action](#): When a child is absent without prior notification or a valid reason, teachers will take immediate action. This may involve contacting the school's attendance officer or designated staff member to report the absence.
- [Early Intervention](#): Teachers will identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.
- [Maintain Communication](#): Teachers should will open lines of communication with parents or guardians regarding attendance. They will inform parents of any concerns about a child's attendance or punctuality.
- [Providing Support](#): Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.
- [Setting Expectations](#): Teachers will set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.
- [Creating a Welcoming Classroom Environment](#): Teachers will strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.
- [Identifying Barriers](#): Teachers will be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.
- [Attendance Records](#): Accurate attendance records are crucial. Teachers will submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).
- [Collaboration](#): Collaborating with other school staff, such as attendance officers, counsellors, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.
- [Supporting Positive Behaviour](#): Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.
- [Safeguarding](#): Teachers will be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.
- [Role Modelling](#): Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

Teaching assistants (TAs) and Learning Mentors (LM) in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being.

**Our teaching assistants and learning mentors will:**

- **Monitor Attendance:** TAs/LMs will work closely with children and have a good understanding of individual attendance patterns. They will be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.
- **Positive Relationships:** TAs/LMs will build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.
- **Attendance Support:** TAs/LMs may provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.
- **Reinforcing Expectations:** TAs/LMs will reinforce the importance of regular attendance and punctuality to children.
- **Attendance Interventions:** TAs/LMs may collaborate with teachers, counsellors, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.
- **Supporting Students with Special Needs:** TAs/LMs may work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.
- **Identifying Patterns:** TAs/LMs will help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.
- **Promoting Engagement:** TAs/LMs will engage children in meaningful learning activities and provide extra support when students are struggling academically. A positive classroom experience can motivate students to attend school regularly.
- **Safeguarding:** TAs/LMs are aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.
- **Role Modelling:** TAs/LMs will serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.

Parents play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

**We expect our parents to:**

- **Establish a Routine:** Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.
- **Communicate with the School:** Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.
- **Ensure a Healthy Lifestyle:** Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.
- **Positive Attitude Towards Education:** Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.
- **Set Expectations:** Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.
- **Attend Parent-Teacher Conferences:** Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.
- **Lead by Example:** Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.
- **Stay Informed:** Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.
- **Seek Support if Needed:** If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.
- **Collaborate with the School:** Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Children also play a significant role in attending school regularly and ensuring their educational success.

#### **We expect our children to:**

- **Commit to Learning:** Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.
- **Be Punctual:** Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.
- **Hold a Positive Attitude:** Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.
- **Communicate:** If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.
- **Participate:** Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.
- **Respect Teachers and Staff:** Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.
- **Set Goals:** Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.
- **Seek Support:** If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.
- **Be Safe:** Children must not leave the school without permission; this will be seen by the school as a Safeguarding concern as well as a Health and Safety concern.

School governors and trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

#### **Our governors and trustees will:**

- **Support Policy Development:** Governors/trustees collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.
- **Ensure Statutory Compliance:** Governors/trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.
- **Take Strategic Oversight:** Governors/trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.
- **Monitor Attendance Data:** Governors/trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.
- **Accountability:** Governors/trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.
- **Ensure Policy Implementation:** Governors/trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.
- **Set Targets:** Governors/trustees collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.
- **Review Interventions:** Governors/trustees assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.
- **Training and Development:** Governors/trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.
- **Safeguarding:** Governors/trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.
- **Community Links:** Governors/trustees may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.

- **Challenge and Support:** While supporting school leadership in attendance improvement efforts, governors/trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.
- **Continuous Improvement:** Governors/trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

The role of an Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates.

#### **Our Attendance Champion(s) will:**

- **Develop and Implement Attendance Policies:** Attendance Champions will develop and implement effective attendance policies and procedures.
- **Analyse Data:** Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.
- **Early Intervention:** Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.
- **Support Families:** Attendance Champions work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.
- **Provide Resources:** Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.
- **Monitor, Coach and Report:** Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.
- **Interventions and Incentives:** Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.
- **Staff Training:** Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.
- **Legal Compliance:** Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.
- **Safeguarding:** Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.
- **Community Engagement:** Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.
- **Continuous Improvement:** Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.
- **Promoting a Positive School Culture:** Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

#### **Safeguarding Children and Attendance**

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow *Keeping Children Safe in Education* guidance to ensure safe practices.

## **Review**

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

## Appendix 1: Coding Attendance in line with DFE guidance 2024:

<b>Code \ (Present at the school):</b>
<ul style="list-style-type: none"> <li>- Pupils must be present during registration to be counted.</li> <li>- If a pupil leaves after registration, they are still counted as attending for statistical purposes.</li> </ul>
<b>Code L (Late arrival before the register is closed):</b>
<ul style="list-style-type: none"> <li>- The pupil arrives after the register starts but before it closes.</li> <li>- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.</li> </ul>
<b>Code K (Attending education provision arranged by the local authority):</b>
<ul style="list-style-type: none"> <li>- Pupil attends educational provision arranged by the local authority, not by the school.</li> <li>- Examples include attending courses at college or receiving home tutoring.</li> </ul>
<b>Code V (Attending an educational visit or trip):</b>
<ul style="list-style-type: none"> <li>- Pupil attends a school-arranged educational visit or trip supervised by school staff.</li> <li>- Must take place during the recorded session.</li> <li>- If pupil doesn't attend, record absence using relevant absence code.</li> </ul>
<b>Code P (Participating in a sporting activity):</b>
<ul style="list-style-type: none"> <li>- Pupil attends an approved educational sporting activity.</li> <li>- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.</li> </ul>
<b>Code W (Attending work experience):</b>
<ul style="list-style-type: none"> <li>- Pupil attends work experience as part of their education arranged by the local authority or school.</li> <li>- Criteria for recording attendance are similar to other approved educational activities.</li> </ul>
<b>Code B (Attending any other approved educational activity):</b>
<ul style="list-style-type: none"> <li>- Pupil attends an approved educational activity other than sports or work experience.</li> <li>- Criteria for recording attendance are similar to other approved educational activities.</li> </ul>
<b>Code D (Dual registered at another school):</b>
<ul style="list-style-type: none"> <li>- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.</li> <li>- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.</li> </ul>
<b>Code C1 (Leave of absence for regulated performance or employment abroad):</b>
<ul style="list-style-type: none"> <li>- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.</li> <li>- Criteria for granting leave include licenses issued by local authorities or exemptions.</li> </ul>
<b>Code M (Leave of absence for medical or dental appointment):</b>
<ul style="list-style-type: none"> <li>- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.</li> <li>- Leave of absence is granted under specific conditions, including exceptional circumstances.</li> <li>- Absences for medical or dental appointments are recorded using this code.</li> </ul>
<b>Code J (Leave of absence for interview for employment or admission):</b>
<ul style="list-style-type: none"> <li>- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.</li> <li>- Applications for leave must be made in advance, and leave is granted based on specific criteria.</li> <li>- The interview must occur during the recorded session, and the absence is classified as authorized.</li> </ul>
<b>Code S (Leave of absence for studying for a public examination):</b>
<ul style="list-style-type: none"> <li>- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.</li> </ul>
<b>Code X (Non-compulsory school age pupil not required to attend school):</b>
<ul style="list-style-type: none"> <li>- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.</li> <li>- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.</li> <li>- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.</li> </ul>

**Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):**

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.

**Code C (Leave of absence for exceptional circumstances):**

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.

**Code T (Parent traveling for occupational purposes):**

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.

**Code R (Religious observance):**

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

**Code I (Illness - not medical or dental appointment):**

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

**Code E (Suspended or permanently excluded and no alternative provision made):**

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

**Code Q (Unable to attend school because of a lack of access arrangements):**

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

**Code Y1 (Unable to attend due to transport normally provided not being available):**

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

**Code Y2 (Unable to attend due to widespread disruption to travel):**

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

**Code Y3 (Unable to attend due to part of the school premises being closed):**

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

**Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):**

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

**Code Y5 (Unable to attend as pupil is in criminal justice detention):**

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

**Code Y6 (Unable to attend in accordance with public health guidance or law):**

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

**Code Y7 (Unable to attend because of any other unavoidable cause):**

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

**Code G (Holiday not granted by the school):**

- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

**Code N (Reason for absence not yet established):**

- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

**Code O (Absent in other or unknown circumstances):**

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

**Code U (Arrived in school after registration closed):**

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

**Administrative Code Z (Prospective pupil not on admission register):**

- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.