

Trust Policy

Attendance Policy

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Author	
Approved by	
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This policy is a mandatory policy for all DSAMAT Academies and must be implemented with academy specific sections authorised by the CEO.



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OUR MISSION, VISION AND VALUES

The Trust has a clear **mission** at its core, ensuring that all pupils are enabled to flourish, rooted in God's Love - academically, socially, spiritually, physically and mentally. This is central to our work and rooted in our Christian foundation (John 10 v 10). Our commitment to mutual flourishing within the school community is built upon our shared belief in Church of England principles. In our Trust, just as in the wider Church of England community, 'flourish' refers to prospering, thriving and growing – not shrinking out and dying. It means prayerfully encouraging all within our schools so that they might prove fruitful, successful and contented in the longer term. We seek to provide space generously for all to flourish in life and all its structures. Equitable treatment for all pupils, staff and the wider community is a core part of enabling this long term, holistic flourishing.

We have a clear **vision** about creating successful schools for the benefit of their communities. We expect any school in the Trust to continuously improve, and those graded by OFSTED as RI/Serious Weaknesses/Special Measures to make rapid progress and be able to secure an OFSTED grading of at least "Good" within 3 years post-conversion. All schools provide rich and diverse curricula which evolve to meet the needs of their children and local communities, as well as delivering educational excellence to enable them to continue to flourish in later life.

The way we work and deliver against our mission is critical to our Trust. We have shared, agreed **values** of:

Hope; Nurture; Equality; Respect; Collaboration.

The Trust's vision is underpinned by a Christian values framework which is adopted by all schools. It provides clear expectations for all Trust employees on how we wish our values to impact on all areas of school life. It draws on, and is informed by, the National Church of England Vision for Education and the Diocesan Board of Education Vision.

Each school within the Trust has a personalised vision for education, developed locally to reflect the individual character and needs of the school community. This vision is underpinned by the Trust's wider vision, and agreed with the Trust, but it is owned and driven by the headteacher and their LGB.

OUR COMMUNITY

The Trust are dedicated to delivering education that serves local communities. Our schools are inclusive, welcoming those from all and no faiths, from all abilities and backgrounds. We believe in providing a high-quality education, underpinned by Christian values, which enables every child to flourish.

Underpinning all of the Trust's work is a belief in educational excellence. The Trust serves all stakeholders by providing schools with the highest levels of academic rigour and pastoral care.

Our schools are places where children and young people develop and thrive intellectually, socially, culturally and spiritually. All of the Trust's schools teach a broad and balanced curriculum within national guidelines focusing on core skills. This is designed to ensure that all pupils reach their academic potential and seek to enrich their experience along the way. Pupils will be enabled to succeed in an atmosphere of high expectation, aspiring to educational excellence with a firm foundation of values.

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This policy forms part of our Trust governance and ensures that we are held to the highest standards as we carry out our duties.

STATEMENT OF INTENT

This is the Diocese of St Albans Multi-Academy Trust (DSAMAT) Attendance policy and must be implemented and adhered to in each of the academies within the Diocese of St Albans Multi Academy Trust. For the remainder of this document, the Diocese of St Albans Multi Academy Trust will be referred to as DSAMAT.

1. AIMS

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.

2. LEGISLATION AND GUIDANCE

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

- [School census guidance](#)

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

3. ROLES AND RESPONSIBILITIES

3.1 Governance

The **Trust Board** is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most (delegated to the Education and Ethos committee)

The **Executive Leadership Team** is responsible for:

- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate

The **Cluster Education Cluster Leaders** will work with Headteacher to ensure the below...

- 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
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- 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

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- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Promoting the importance of school attendance across the Trust's policies and ethos
- Sharing effective practice on attendance management and improvement across schools
- Holding the headteacher to account for the implementation of this policy
- 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
- Ensuring that the agreed steps to take regarding follow up action for absences, including holiday absence, is taken by all schools consistently.

The Local Governing Board (LGB) is responsible for:

- Recognising and promoting the importance of school attendance across the school's local policies and ethos
- Regularly reviewing and challenging attendance data shared through the Leadership Report and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most

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 the LGB through the Leadership Report.
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the Attendance Manager to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport 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

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school

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- 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
- Attending and supporting Attendance Reviews led by DSAMAT or by external partners.
- 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

The designated senior leader responsible for attendance is Ms Kate Hall and can be contacted via 01234 359128/ office@ursulataylor.bedssch.co.uk].

3.4 The attendance officer

The school attendance officer 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 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 (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Miss Debbie Daley and can be contacted via 01234 359128/ office@ursulataylor.bedssch.co.uk

3.5 Class Teachers / Form Tutors

Class teachers 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 by 9am.

3.6 School office staff

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system

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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/timetabled session on time
- Call the school to report their child's absence before 9am 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 Headteacher/Attendance Officer, who can be contacted on 01234 359128 or office@ursulataylor.bedssch.co.uk

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 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:

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- 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 9am and ends at 3.30pm

Pupils must arrive in school by 9am on each school day and the register will be taken at 9am.

4.2 Unplanned absence

The pupil's parent must notify the school office of the reason for the absence on the first day of an unplanned absence by 9am, or as soon as practically possible, by calling the school absence line on 01234 359128 or written communication via email or Class Dojo to the Attendance Officer.

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.

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.

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.

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The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late

- After the register has closed will be marked as late using the appropriate code.
Persistent lateness will be monitored and strategies implemented dependant on individual circumstances.

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. If the school cannot reach any of the pupil's emergency contacts, the school may complete a welfare check or contact the Police.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where 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 the school seek advice from the Educational Welfare Office.

➤ 4.6 Reporting to parents

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

5. AUTHORISED AND UNAUTHORISED ABSENCE

5.1 Approval for term-time absence

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

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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
- 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

Family bereavement or serious illness: A short period of absence to attend a funeral or visit a seriously ill close relative (limited strictly to travel and service time)

Service personnel returns: Armed forces parents returning from long operational tours of duty.

Immediate family weddings: Attending a parent's wedding, provided clear evidence is given as to why it must happen during term time.

Medical or crisis recovery: Health professional-recommended trauma recovery, acute medical situations, or SEND (Special Educational Needs and Disabilities) adjustments

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. The headteacher 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)

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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

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

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

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

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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

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

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

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

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

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

Notices to improve

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

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

6. STRATEGIES FOR PROMOTING ATTENDANCE

We promote a culture where good attendance is valued and recognised as essential to pupils' academic achievement, wellbeing and social development. We work closely with families to remove barriers to attendance while celebrating and rewarding positive attendance habits.

Our strategies include:

- Clear communication with parents about attendance expectations and the importance of regular attendance.
- Weekly monitoring of attendance by the Headteacher and the Attendance Officer to identify concerns early.
- Attendance discussions with pupils and families where attendance falls below expected levels.
- Early support and intervention for pupils experiencing attendance difficulties.

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- Strong partnerships with external agencies where additional support is required.
- Individual reward charts displayed in classrooms to encourage positive attendance and punctuality.
- House points and other school reward systems linked to attendance and punctuality.
- Celebration of improved attendance to ensure pupils making sustained progress are recognised alongside those with consistently high attendance.
- Promotion of a welcoming, inclusive and engaging school environment where pupils feel safe, valued and motivated to attend regularly.

7. SUPPORTING PUPILS WHO ARE ABSENT OR RETURNING TO SCHOOL

7.1 Pupils absent due to complex barriers to attendance

The school recognises that attendance difficulties are often a symptom of wider challenges and will seek to understand and address the underlying causes of absence. We are committed to working in partnership with pupils, families and external agencies to remove barriers to attendance and support every pupil to attend school regularly.

Where attendance concerns arise, the school will:

- Work closely with pupils and parents/carers to identify and understand barriers to attendance.
- Develop personalised support plans and attendance targets where appropriate.
- Provide a key adult or trusted member of staff to support the pupil.
- Offer regular check-ins and attendance review meetings with families.
- Liaise with external professionals and agencies, including the Educational Welfare Service, Early Help, Children's Services, Health Services and other support agencies as appropriate.
- Make reasonable adjustments to routines, transition arrangements and learning environments where these may support improved attendance.
- Provide pastoral, emotional and wellbeing support to help pupils feel safe, valued and ready to learn.
- Monitor attendance closely and review the effectiveness of interventions regularly.
- Celebrate improvements in attendance and recognise positive engagement with school.

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

Where attendance is affected by mental or physical ill health or SEND, the school will:

- Work closely with parents/carers, the pupil and relevant professionals to understand the barriers to attendance.
- Maintain regular communication with families to provide support, reassurance and a coordinated approach.
- Make reasonable adjustments to meet individual needs, in line with the Equality Act 2010.

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- Provide a gradual and personalised return-to-school plan where appropriate.
- Offer enhanced transition arrangements, including support at the start and end of the school day.
- Identify a key adult who can provide pastoral support and regular check-ins.
- Adapt timetables, routines, learning environments or expectations where appropriate and agreed.
- Work collaboratively with the SENDCo, Attendance Officer, Designated Safeguarding Lead and external agencies to coordinate support.
- Seek advice and support from health professionals, Educational Psychologists, CAMHS, specialist teachers, the School Nursing Team and other relevant services where appropriate.
- Monitor attendance, wellbeing and engagement carefully to ensure interventions remain effective.
- Recognise and celebrate successful attendance improvements and positive engagement with school.

Where a pupil has an education health and care (EHCP) 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. The school will adopt a supportive, child-centred approach, recognising that improving attendance for pupils with health needs or SEND often requires flexibility, understanding and partnership working. Our aim is to ensure that every pupil feels safe, supported and able to flourish through regular engagement with education.

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

The school is committed to supporting pupils who are returning to education following a lengthy or unavoidable period of absence. We recognise that returning to school can be challenging and that pupils may need additional support to rebuild confidence, re-establish routines and successfully re-engage with learning.

To support successful reintegration, the school will:

- Work closely with pupils, parents/carers and relevant professionals to plan and support the return to school.
- Meet with families prior to the pupil's return to discuss any concerns, adjustments or support required.
- Develop an individual reintegration plan where appropriate, including agreed attendance targets and review points.
- Provide a phased or graduated return to school where this is deemed appropriate and in the pupil's best interests.
- Identify a key adult who can offer pastoral support, regular check-ins and a consistent point of contact.
- Make reasonable adjustments to routines, timetables, learning expectations or the school environment where necessary.
- Support pupils in rebuilding friendships, confidence and a sense of belonging within the school community.

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- Ensure staff are aware of any agreed support strategies whilst maintaining appropriate levels of confidentiality.
- Monitor attendance, wellbeing and engagement closely following the pupil's return.
- Celebrate positive milestones and recognise progress towards improved attendance and participation.

The school will adopt a flexible, compassionate and child-centred approach, recognising that returning to school after a significant absence may take time. Our priority is to ensure that every pupil feels welcomed, supported and able to re-engage successfully with school life, enabling them to flourish both academically and personally.

8. ATTENDANCE MONITORING

The school monitors attendance, absence and punctuality closely to ensure that all pupils have the best possible opportunity to succeed. Attendance data is reviewed by the Headteacher and Attendance Officer.

The school will:

- Monitor and analyse whole-school attendance, persistent absence, severe absence and punctuality data on a regular basis.
- Review attendance data for individual pupils, year groups and key groups, including disadvantaged pupils, pupils with SEND, pupils with EHCPs, looked after children and other vulnerable groups.
- Identify emerging patterns, trends and barriers to attendance at the earliest opportunity.
- Monitor late arrivals and patterns of punctuality concerns, implementing early intervention where necessary.
- Produce regular attendance reports governors and class teachers to support effective monitoring and intervention.
- Compare attendance data against local, regional and national benchmarks where available.
- Use attendance data to evaluate the effectiveness of attendance strategies and interventions.
- Maintain accurate attendance records using the school's Management Information System and ensure attendance registers are completed promptly and accurately.

Attendance concerns are identified through a graduated approach. Pupils whose attendance begins to decline will be monitored closely, with early contact made with parents/carers to understand any barriers and provide support before concerns become more significant.



DSAMAT Attendance reviews

The Diocese of St Albans MAT conduct annual Attendance Reviews (run by the Education Cluster Leaders) within each school to monitor and review Attendance and Absence figure, analysing pupil groups and different cohorts with each school's distinctly different context. The review will consider the following:

- Data Summary: Overall data, Disadvantaged, Boys/Girls, LAC/PLAC, SEND, SEND (EHCP), Other groups which may be specific to each school e.g. GRT, NRPF.
- How data presents at that point in time and how it has changed over time.
- Authorised / Unauthorised absences.
- Exceptional Circumstances Authorised absence. Rational for use of exceptional criteria
- Persistent Absence – reasons for this and actions to reduce.
- Barriers to good attendance and actions taken to reduce / remove the barriers
- Case Studies of successes and what can be learned from these to inform other cases across the Trust
- Suspensions and Exclusions, where applicable.
- In year leavers, numbers of and reasons for leaving.
- Discussion about leadership and management of attendance, systems and processes in place to record, review and analyse attendance, CME procedures and off-rolling procedures.

Each DSAMAT Attendance review is summarised within a report which details strengths and areas for further development (which sits in the school's success tracker). This report is shared with the Headteacher / Senior leader / Attendance Officer, Cluster Lead and DSAMAT Executive team/ The Headteacher shares the report with the LGB as part of the Leadership report and the CEO shares a summary of Trust wide reports with the Trust Board Education and Ethos Committee

The Headteacher ensure that action is taken for all recommendations form the annual audit and the Cluster Education Leaders will receive this information and impact data

8.1 Monitoring attendance

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 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 LGB. The Executive Leadership Team will share Trust wide attendance data with the Education and Ethos Committee regularly alongside the most up to date national figures.

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8.2 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

8.3 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 it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe 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 Assistant Headteacher (SENCO and Pastoral Inclusion Lead) designated safeguarding 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

8.4 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

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- 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)

9. MONITORING ARRANGEMENTS

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every three years by the Trust and then localised by the Headteacher. At every review, the policy will be approved by the full governing board.

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

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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
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