



St Margaret's C of E Primary School

Attendance Policy November 2025

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“So these three things continue forever: faith, hope and love. And the greatest of these is love.”

1 Corinthians 13:13 (International Children’s Version)

“Remember that I commanded you to be strong and brave. So don’t be afraid. The Lord your God will be with you everywhere you go.”

Joshua 1:9 (International Children’s Version)

A learning community sharing God’s faith, hope and love.



A Place to B.E.C.O.M.E

We desire to provide “A learning community sharing God’s faith, hope and love. A Place to *BECOME.*”

The school's vision is theologically rooted in the Christian values of Faith, Hope and Love.
Corinthians 13, 1-13.

The school vision 'A Place to BECOME' was born out of an EEF research project which identified pupils' motivation, resilience and perseverance as areas where improvements could be made. The curriculum aims to develop Bravery (confidence), **E**nergy (resilience), **C**reativity, **O**penness (collaboration), **M**otivation (perseverance), ultimately **E**mpowering children and providing them with A Place to BECOME. The learning line is used in school as a journey through the learning process and aims to develop children's character, leading to empowerment. The 'A Place to BECOME' aspect of the vision is rooted in the biblical reference of God's command to Joshua (Joshua 1:9) after Moses' death, *'Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.'* As Joshua discovers he is to lead the Israelites to the promised land (a journey which will require strength, courage and faith), the learning line and developing the identified character attributes is a vision to enabling children to become the best they can be.



The intent of this policy is to fulfil the vision in the area of Attendance

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1. Aims

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

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

Where there is a need for attendance to improve, we work with families to remove barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance therefore cannot be seen in isolation, and effective practices for improvement will involve close interaction with strategies and policies for the curriculum, behaviour, special educational needs, pastoral support and mental health and wellbeing as well as the effective use of resources, including pupil premium. It is not solely the responsibility of a single member of staff, but a concerted effort across all teaching and non-teaching staff in school as well as the governing body, the Local Authority and other local partners.

We recognise that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues. As a result, persistent absence is recognised as a potential safeguarding indicator and school will respond accordingly where concerns arise.

2. Legislation and guidance

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

- Part 6 of the Education Act 1996
- Maintained schools: Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006

- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Equality Act 2010
- Children Missing Education (2025)

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools
- Ofsted's 2025 framework toolkit

3. Roles and responsibilities

All staff understand that attendance monitoring is part of safeguarding and are familiar with processes to report concerns about a child's absence to the DSL.

3.1 The governing board

- The governing board is responsible for:
- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, including:
- Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
- Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand the importance of good attendance and that absence is almost always a symptom of wider issues

- The school's legal requirements for keeping registers
- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing penalty notices, where necessary, and/or authorising the deputy headteacher to be able to do so
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
 - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure

they are followed by all staff

- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Work collaboratively with the Designated Safeguarding Lead to :
 - ensure that heightened monitoring for vulnerable children (including children with a social worker) is in place and ensure that where absence indicates safeguarding concerns that immediate action is taken.
 - identify children who might be subject to Educational Neglect and work with outside agencies, including social care, if this is the case.

The designated senior leader responsible for attendance is Daniel Whittle and can be contacted via telephone 01617705900 or email info@stmargarets.oldham.sch.uk

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 9)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher/[deputy headteacher (authorised by the headteacher) when to issue fixed-penalty notices
- Escalating concerns re attendance to the Designated Safeguarding Lead on the same day for any of the vulnerable children (including children with a social worker) as identified by the DSL.
- Coordinating home visits which may be made for any absence where we have been unable to speak to a parent and/or where absence indicates safeguarding concerns.
- Ensure that [Oldham Children Missing Education](#) procedures are followed

The attendance officer is Donna Bilton and can be contacted via telephone 01617705900 or email info@stmargarets.oldham.sch.uk

3.5 Classroom staff

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see the poster at the end of this policy), and submitting this information to the school office.

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
- Transfer calls from parents/carers to the headteacher where appropriate, in order to provide them with more detailed support on attendance
- Escalating concerns re attendance to the Designated Safeguarding Lead on the same day for any of the vulnerable children (including children with a social worker) as identified by the DSL.

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 [time, e.g. 9am] on the day of the absence (add if your school expects this: 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 [if you have early years provision, add: If the child is in the Early Years Foundation Stage, provide more than 2 emergency contact numbers, where possible]
- 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 working with the attendance officer who can be contacted via telephone on 0161 770 5900.

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time

Start times for the classes is as follows:

- **8.40 am** Fox, Chamber, Brook, Twist, Heron Maple and Oak
- **8.45 am** Nursery, Reception, Devon and Durban

4. Recording attendance

4.1 Attendance register

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

We will take our attendance register at the start of each morning session of each school day and once during each afternoon session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending a place other than school
- Absent
- Absent – unable to attend due to unavoidable causes
- Any amendment to the attendance register will include:
 - The original entry
 - The amended entry
 - The reason for the amendment
 - The date on which the amendment was made
 - The name and position of the person who made the amendment

See Appendix I for the DfE attendance codes.

We will also record:

- For pupils of compulsory school age - 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.

Pupils must arrive in school by their start time on each school day.

The register for the first session will be taken at and will be kept open until not longer than 30 minutes after the session begins. The register for the second session will be taken after lunch.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence before 9.00am or as soon as practically possible, by calling the school office staff, who can be contacted via telephone 01617705900

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

Where there are doubts about the authenticity of the illness, the school will ask for medical

evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

4.3 Planned absence

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

Add details of how parents should request leaves of absence.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

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

4.4 Lateness and punctuality

Start times for the classes is as follows:

- **8.40 am** Fox, Chamber, Brook, Twist, Heron Maple and Oak
- **8.45 am** Nursery, Reception, Devon and Durban

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

Ongoing punctuality issues will be referred to the LA and may result in the issuing of a FPN.

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 [insert measures, e.g. contact 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
- Where relevant, report the unexplained absence to the pupil's social worker and/or youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve

attendance

- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: we will issue a notice to improve, penalty notice or other legal intervention (see section 7 below), as appropriate]

4.6 Reporting to parents

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

5. Authorised absence

5.1 Approval for term-time absence

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

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

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

We define 'exceptional circumstances' as:

- Rare and unexpected circumstances which are unlikely to reoccur. Examples include:
- Medical emergencies
- Family emergencies (e.g. death of a relative)]

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

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and in accordance with any leave of absence request form, accessible via the school office. The headteacher may require evidence to support any request for leave of absence.

5.2 Other reasons for authorised absence

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

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

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

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences.

Reasons include (but are not limited to):

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

6. Strategies for promoting attendance

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

Weekly attendance winners receive the Attendance Trophy and are rewarded with extra playtime and £5 towards an end of year reward. Weekly attendance to date is prominently

displayed in the school hall. Phone calls are made and postcards sent home for improved attendance. 100% attendance is celebrated and rewarded with prizes. Children who have 100% attendance over the year are entered into a draw for a £50 voucher.

Monitoring attendance (see section 9) includes sending letters to all families of children whose attendance falls below 92%. Attendance is then further monitored and if there is no improvement a further letter is sent. After further monitoring after the sending of Letter 2, if there is no improvement then parents/carers are invited into school for a meeting to discuss ways in which they might be supported to improve their child's attendance. They are also informed of further measures which can be taken should there be no improvement eg. LA 'FastTrack' monitoring, fixed penalty notices and possible prosecution.

7. Supporting pupils with poor attendance

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

7.1 Education supervision order

In cases where voluntary early help plans and attendance meetings have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but not criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

7.2 Notice to improve

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

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

It will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far

- Opportunities for further support or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued, or prosecution considered, if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

7.3 Penalty notices

The headteacher or deputy headteacher, local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

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

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

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

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

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

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

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

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

A penalty notice may also be issued where parents allow their child to be present in a public

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

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

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

If the school becomes aware of barriers that relate to the pupil's needs, we will inform the local authority.

We will work with families to develop strategies for removing in-school barriers.

8.2 Pupils absent due to mental or physical ill health

We will work with families to make adjustments to and the additional support.

8.3 Pupils absent due to other barriers to attendance

We will work with families to develop strategies for removing in-school barriers for pupils:

- Having SEND
- Being disadvantaged
- Being known (or previously known) to children's social care
- Having other barriers to attendance (e.g. young carers)

Any reasonable adjustments and/or interventions will be timely and appropriate, well-chosen and targeted.

Where a pupil has an education health and care (EHC) plan and their attendance falls, the school will inform the local authority.

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

We will work with families to support pupils returning to school after a lengthy period of absence.

8.5 Prolonged absence for children in the EYFS

In cases of prolonged absence, or when a child is absent without notification, we will attempt to contact the child's parents and alternative emergency contacts.

When deciding whether a child's absence should be considered prolonged, we will consider the:

- Patterns and trends in the child's absences and their personal circumstances
- Vulnerability of the child and their parents, as well as home circumstances

We will also implement our safeguarding procedures (see our child protection/safeguarding

policy) and refer any concerns to local children's social care and/or request a police welfare check as necessary.

9. Attendance monitoring

9.1 Monitoring attendance

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

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

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

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

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

9.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

9.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 9.4 below)
- Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium

leads)

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

9.4 Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance

Explain the help that is available

- Explain the potential consequences of, and sanctions for, persistent and severe absence
- Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 7, above)

Unauthorised absence will be followed up with meetings, letters, and closer monitoring.

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum [insert frequency] by [name/job title of individual]. At every review, the policy will be approved by the full governing board.

11. Links with other policies

This policy links to the following policies:

Child protection and safeguarding policy

Behaviour policy

Supporting pupils with medical conditions

Pupil mental health and wellbeing



DfE Attendance Codes Poster (2025–26)

Effective from August 2024 — for use in 2025–26

PRESENT (Attended)

Code	Meaning
/	Present (AM)
\	Present (PM)
L	Late before register closes



APPROVED EDUCATIONAL ACTIVITY (Present Off-Site)

Code	Meaning
B	Off-site educational activity (approved)
P	Approved sporting activity
V	Educational visit or trip
W	Work experience
K	Education arranged by the LA (not at school)
D	Dual registered — attending the other setting

UNAUTHORISED ABSENCE

Code	Meaning
G	Unauthorised holiday
N	No reason received yet
O	Unauthorised absence
U	Late after register closes

AUTHORISED ABSENCE

Code	Meaning
C	Other authorised circumstances
C1	Regulated performance/employment (with licence)
C2	Sessions not required due to reduced timetable
E	Excluded (no alternative provision)
I	Illness
M	Medical/dental appointment
J1	Interview (employment or another school/college)
R	Religious observance
S	Study leave
T	Traveller absence

EXCEPTIONAL CIRCUMSTANCES (Y-Series)

Code	Meaning
Y1	Transport normally provided not available
Y2	Widespread travel disruption
Y3	Partial school closure
Y4	Full school closure
Y5	In criminal justice detention
Y6	Required by public health advice/law
Y7	Other unavoidable cause

NOT REQUIRED TO ATTEND

Code	Meaning
Q	Unable to attend due to unmet access/transport arrangements
X	Non-compulsory school-age pupil (not required to attend)
Z	Not yet on roll
#	School closed (INSET/holidays)