

ROXETH PRIMARY SCHOOL



PUPIL ATTENDANCE POLICY

Revised: September 2026

Review: September 2028

OUR MISSION STATEMENT

Learning together, making progress, achieving goals

Roxeth Primary School PUPIL ATTENDANCE POLICY

Educating children and ensuring they grow up to lead safe, happy, healthy and successful lives is at the heart of what we do at Roxeth Primary School. We are committed to providing a full and efficient education to all pupils and embrace the concept of equal opportunities for all.

For a child to reach their full educational achievement a high level of school attendance is essential. Regular and punctual attendance at school is both a legal requirement and essential for pupils to maximise their educational opportunities. We will consistently work towards a goal of 96% attendance across the school. Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance.

Attendance Targets

The school sets attendance targets each year. These are agreed by the senior staff and governors at the annual target-setting meeting. The attendance targets are then agreed with the School Improvement Partner (SIP) as well. The targets are challenging yet realistic, and based on attendance figures achieved in previous years. The school considers carefully the attendance figures for other similar schools when setting its own targets. Government DfES targets are set at 95%. Our school target is currently 96%. Monitoring interventions are triggered when attendance falls below 90%. The school will monitor attendance regularly and will act early where patterns of absence or lateness emerge. Support and intervention will be proportionate to the individual circumstances of the pupil and will not rely solely on a particular attendance percentage.

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
- Intervening early and working with the local authority and other relevant partners to understand and remove barriers to attendance and provide appropriate support.
- Ensuring parents understand their legal responsibility to ensure that their child receives an efficient, full-time education suitable to their age, aptitude and any special educational needs they may have, and that, where their child is registered at school, they have an additional legal duty to ensure their child attends regularly.
- Taking account of individual circumstances and barriers to attendance when developing support and interventions.

The school will review its systems for improving attendance at regular intervals to ensure that it is achieving its set goals. This policy will contain within it the procedures that the school will use to meet its attendance targets.

2. Legislation and Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to:

- Education Acts 1996 and 2002
- Children Act 1989
- Crime and Disorder Act 1998
- Anti-Social Behaviour Act 2003
- Sentencing Act 2020
- School Attendance (Pupil Registration) (England) Regulations 2024
- Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- Education (Penalty Notices) (England) Regulations 2007, as amended
- Education (Information about Individual Pupils) (England) Regulations 2013
- Children and Young Persons Acts 1933 and 1963
- Equality Act 2010
- Children (Performances and Activities) (England) Regulations 2014
- DfE 'Working together to improve school attendance'
- DfE 'Keeping children safe in education' (KCSIE)
- **DfE 'Working together to safeguard children'**
- DfE 'Children missing education'
- DfE 'Providing remote education: guidance for schools'
- DfE 'Summary table of responsibilities for school attendance'
- DfE 'Sharing daily pupil attendance data'

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- 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
- 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 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 fixed-penalty notices, where necessary
- 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
- Where applicable, the headteacher will ensure that a pupil's social worker and/or youth offending team worker is informed of any unexplained absence.
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3.3 The Deputy Head

The Deputy Head is responsible for:

- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Where a pupil leaves or becomes absent from the school site without authorisation, the school will follow its safeguarding procedures to establish the pupil's whereabouts and ensure their safety.
- Where the pupil has an allocated social worker and/or youth offending team worker, is a looked-after child, or has another identified vulnerability that may increase safeguarding concerns, the appropriate professionals will be informed without delay, where relevant.

3.4 The Attendance Officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement

- Providing regular attendance reports to school staff and reporting concerns about attendance to the deputy head and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices
- Monitoring attendance on a day-to-day basis and identifying unexplained or concerning absence.
- Contacting parents regarding absence and following up unexplained absence in line with the school's procedures.
- Maintaining accurate attendance records and supporting the accurate use of attendance codes.
- Communicating with pupils and families about attendance and helping to identify barriers to regular attendance.
- Escalating persistent, severe or otherwise concerning absence to the Senior Attendance Champion and supporting agreed interventions.

3.5 Class teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes, and submitting this information to the school office via Arbor.

3.6 School office and Welfare staff

School office and Welfare staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Respond to and forward emails regarding absence
- Staff will use their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.
- Following any incident, the school will review the relevant attendance records and amend them where appropriate to ensure that the pupil's attendance and absence are accurately recorded.

3.7 Teachers and all other staff

- Staff will understand that patterns of absence, including persistent or severe absence and children missing education, may be an important warning sign of safeguarding concerns.

3.8 Parents

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

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time

- Notify the school on the first day of an unexpected absence by 9am, providing the reason for the absence and advising when their child is expected to return.
- Provide the school with 2 emergency contact number for their child, and inform the school when a number is changed or unavailable
- A minimum of three emergency contacts is held for every Reception child and reviewed regularly. Parents must report absences. Unexplained absences are followed up promptly using emergency contact details where necessary.
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any parental attendance contracts that they make with the school and/or local authority
- Seek support by contacting the school, where necessary, for help in maintaining good attendance
- Proactively engage with any attendance support offered by the school and the local authority.
- Request leave of absence only in exceptional circumstances and in advance.

The school will work to cultivate strong, respectful relationships with parents and families to ensure their trust and engagement.

Open and honest communication will be maintained with pupils and their families about attendance expectations and the support available.

The school will liaise with other agencies working with pupils and their families to support attendance where appropriate.

3.9 Pupils

Pupils are responsible for attending school regularly and attending all required sessions and activities. Pupils are expected to arrive at school on time and be ready to learn and to follow any support provided by the school to improve attendance.

3.10 School Nurse

If the child does have an ongoing health need which is affecting their attendance, which they are not under a specialist team for, the school nursing team can support with referral / liaising with GP to support in further assessment.

If a child has a new or existing long-term condition such as allergies, asthma or epilepsy, the school nursing team can support with care plans, risk assessment and advice to school.

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register on Arbor, 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

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

The register in the morning session will be taken at 8:40am and will be kept open until 8:55am.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9:00am, or as soon as practically possible, by calling Welfare, who can be contacted at **020 8422 1344** Option 1, or welfare@roxeth.harrow.sch.uk

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. The school may also liaise with Harrow School nursing team for further advice and to follow up any complex medical cases.

The school will provide the LA with a sickness return for any pupil of compulsory school age recorded with code I where there are reasonable grounds to believe that the pupil will miss 15 school days, consecutively or cumulatively, because of sickness.

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.

Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents will be expected to request approval for their child's absence as far in advance as is practicable.

We will not authorise ordinary optician/dentist appointments as they can typically be made on the weekend. Only emergency appointments will be authorised (evidence of appointment required) and 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. Go to section 5 to find out which term-time absences the school can authorise.

Parents should request leaves of absence by asking for a yellow leave form at the school office. They will receive a decision on whether a leave will be authorised or unauthorised by a letter sent to your email.

4.4 Lateness and Punctuality

Morning registration will take place from 8:40am. The registers will remain open for 15 minutes and will therefore close at 8:55am.

A pupil who arrives late:

- between 8:55am and 9:25am will be marked as late, which is treated for statistical purposes as present
- after 9:25am will be marked as "Late after Register Closed", which will count towards unauthorised absence

If the absence at registration was, for instance, attending an early morning medical appointment, the appropriate authorised absence code will be entered.

The negative results caused by pupils who constantly arrive late are:

- The loss of education suffered by the pupils themselves which over a year can add up to a significant proportion of their time in school
- The disruption to other children in their class as the teacher's attention is taken from the task in hand
- Missing soft start and potentially being late entering assembly in the hall

The school gates will open at 8:35am to 8:55am in the morning and 3:10pm to 3:30pm in the afternoon. After this time, parents must bring their child to the school office and speak to the office staff to give a reason for lateness.

The afternoon registration is at 1:00 pm for Infants and 1:15pm for Juniors.

Parents will be informed with a notice to improve letter when a pupil is persistently late. Being persistently late after register closes may trigger the issuing of a Fixed Penalty Notice fine by the Local Authority if not improvement is made.

Persistent lateness picking up at the end of the school day is monitored. Letters will be sent if a child meets a certain threshold of 20 minutes late on a regular basis. This may incur a charge by the school.

Afterschool club late pickups may trigger a meeting with the Headteacher. A letter will be sent home and if it continues the child will be taken off the Afterschool Club.

4.5 Following up unexplained absence

If the parent has not contacted the school by 9:30 am on the first day of absence, the parent should expect to be contacted by staff in the school office or Welfare by telephone, and if the parent does not pick up,

email. Repeated instances of parents not informing the school about unplanned absences may result in unauthorised marks.

Where a pupil 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 contact the police or social worker, if relevant.
- 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, the local authority, and/or engage in a home visit.
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with, issue a notice to improve, penalty notice or other legal intervention

4.6 Reporting to parents

The school will regularly inform parents about their child's attendance and absence levels using an attendance certificate given along with reports every Parent's Evening.

Parents can also see attendance for the year to date on the Arbor App.

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.

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
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

We define 'exceptional circumstances' as bereavement or compassionate leave.

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

The Head teacher will consider the following before authorising any leave:

1. The child's previous attendance history
2. The age of the child; the headteacher will not authorise leave during Year 6

3. The child's stage of education
4. The time of year
5. The nature of the trip

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, where possible, at least 2 weeks before the absence. A request for leave of absence should be made using the yellow leave form that can be picked up from the school office.

The headteacher may require evidence to support any request for leave of absence.

Where the school and the parents fail to reach an agreement and the child is then absent from school, the absence will be marked as unauthorised. Where the parents keep a child away for longer than agreed, the extra time will also be marked as unauthorised.

Where the school is unable to establish the reason for a pupil's absence and there are safeguarding concerns, the school will take appropriate action in line with its safeguarding procedures. The school will recognise that unexplained or prolonged absence from education can be a safeguarding warning sign.

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 and may use the Councils **SACRE** (Standing Advisory Council for Religious Education) for guidance regarding religious leave of absence.
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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

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

5.2 SEND and Health-Related Absence

The school recognises that some pupils, particularly those with SEND, disabilities or health conditions, may experience additional barriers to attendance.

The school will work with pupils and parents to understand these barriers and will consider appropriate support and reasonable adjustments to enable attendance.

Where appropriate, the school will work with external agencies and the local authority to identify and remove barriers to attendance.

The school's attendance ambition for pupils with SEND, disabilities or health conditions remains the same as for other pupils, while recognising that individual support and reasonable adjustments may be required.

5.3 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:

- The current National Framework is expressed as **10 sessions of unauthorised absence in a rolling period of 10 school weeks**.
- Whether support is appropriate in the individual case and, where it is appropriate, whether sufficient support has been provided and has been successful or engaged with. Where support is not appropriate, for example in the case of an unauthorised term-time holiday, whether a penalty notice is appropriate in accordance with the National Framework and the LA's Local Code of Conduct.
- Whether a penalty notice is the best available tool to improve attendance and change parental behaviour, or whether further support or another legal intervention is more appropriate.
- Whether issuing a penalty notice is appropriate after considering any obligations under the Equality Act 2010, including where the pupil has a disability.

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.
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.

Where all other appropriate voluntary and formal support or legal interventions have failed, or where they have been deemed inappropriate in the circumstances, the school will work with the local authority where prosecution is being considered as a last resort. **Only the local authority may prosecute parents for school attendance offences.**

Where a parent is prosecuted for failing to secure their child's regular attendance, the penalties available to the court will depend on the offence. These may include a fine of up to **£1,000 under section 444(1) of the Education Act 1996**, or a fine of up to **£2,500, a community order and/or imprisonment for up to three months under section 444(1A).**

Notices to improve

Where the national threshold has been met and support is appropriate but has not been successful or engaged with, a **Notice to Improve will usually be issued as a final opportunity for the parent to engage in support and improve attendance before a penalty notice is issued.**

A Notice to Improve may not be used where support is not appropriate or where it is considered unlikely to have a behavioural impact. Any Notice to Improve will be issued in accordance with the LA's Local Code of Conduct and will normally provide an improvement period of between **three and six weeks**.

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

Attendance Awards

Where attendance rewards are used, the school will ensure they are applied sensitively and without discrimination. Rewards may recognise good attendance, punctuality and improvements in attendance.

Any attendance reward scheme will take account of individual circumstances and will be designed so that pupils who face additional barriers to attendance, including pupils with SEND, disabilities, health conditions or other significant circumstances, are not unfairly disadvantaged. Where appropriate, improvements in attendance or individual attendance goals may be recognised.

The school will use the following system to reward pupils who have good or improving attendance:

- The Junior and Infant class that has the highest attendance each week will be Class of the Week winning the 'On time Tiger' 'Raring to Go Rabbit'
- Pupils with 100% attendance for the year at the end of the summer term will receive a certificate and an attendance pencil

7. Attendance monitoring

7.1 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 governing board.

7.2 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

7.3 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 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

7.4 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:

- Send letters termly to inform parents or guardians of any child who has a pattern of absence
- 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 Fixed Penalty Notices and legal action, where necessary

8. Training of Staff

The school recognises that early identification and intervention are essential to preventing patterns of poor attendance from becoming entrenched.

The school will inform staff when new guidance is released and send relevant staff on training when required. Training may cover:

- The importance of good attendance.
- That absence is almost always a symptom of wider circumstances.
- The law and requirements relating to school attendance.
- Keeping attendance and admission registers.

- The school's strategies and procedures for monitoring and improving attendance.
- Multi-agency working to provide intensive support for pupils who need it.

The Senior Attendance Champion, attendance officer and any other staff with specified attendance functions will receive dedicated attendance training appropriate to their roles, including training in interpreting and analysing attendance data.

Staff will understand that patterns of absence, including persistent or severe absence and children missing education, may be an important warning sign of safeguarding concerns and will know how to identify, report and respond to such concerns.

9. Deletion from Admissions Register

The school will only delete a pupil's name from the admission register where a ground for deletion set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024 is met. A pupil's name will not be removed for any other reason, as doing so could constitute off-rolling.

Where a pupil's name is deleted from the admission register, their name will also be deleted from the attendance register at the same time.

Where a pupil transfers to another school, the school will delete the pupil's name from its admission register as soon as the pupil is entered on the admission register of the new school, subject to any applicable exceptions under the Regulations. The school will continue to record the pupil's attendance and absence up to the date of deletion and will transfer the appropriate pupil information through the school-to-school (S2S) system.

APPENDIX 1 - The registration system

The school uses Arbor for keeping the school attendance records. The school uses the **national attendance codes under the 2024 Regulations**.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school

P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)

E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence

U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

APPENDIX 2 - Pupils on reduced timetables

All pupils of compulsory school age are entitled to full-time education and at Roxeth Primary School, we are committed to all children's entitlement to a full-time education offer.

As stated in the Government Guidance: Working Together to Improve School Attendance, 2022:

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as they are for any other pupil. That said, in working with their parents to improve attendance, schools should be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education...

In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package.

A part-time timetable is not treated as a long-term solution and in order to facilitate an increase in hours to full time, the school will:

- Have sensitive conversations and develop a good support for pupils with SEN, physical or mental health conditions. For example, making reasonable adjustments where a pupil has a disability or putting in place an individual timetable and curriculum where needed.
- Work with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including where applicable ensuring the provision outlined in the pupil's education, health and care plan is accessed.
- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, environment, and access to support in school and lunchtime arrangements.
- Have fortnightly conversations with parents, when required, to review the timetable, taking into consideration the best interest of the child. In these meetings, parents/carers will be updated on how their child is getting on at school and whether the child is able to increase their time for the following week.

During this time, we will discuss:

- How the child has been getting on – their successes and challenges
- Whether we feel the child is able to increase time for the following week and by how long
- Why we believe this is the best course of action
- Any potential or upcoming changes to the support the pupil will receive, while at school
- What learning the pupil could be doing when they're at home during school time – including, where appropriate, providing learning resources for the pupil when they're not at school
- Note: In exceptional circumstances, where an increase in hours has not been successful for the child we will consider a temporary reduction in time or alternative arrangements for the structure of the day. Decisions will be made in collaboration with all adults working with the child, in order to get a full picture of how best to support the child to succeed in the school environment.

- Set a potential time limit, by which point we hope the pupil will attend fulltime - either at school or an alternative provision. This will be flexible depending on how the child has settled and whether they are still struggling to attend for full hours. It will also be reflective of any other advice received by external professionals.

- Explore the use of other local services and agencies to support meeting the needs of the pupil within school, or within alternative provisions.

- Agree to a pupil being absent from for part of the week or day, therefore treating the related absence as authorised and coded accordingly.

- Ensure data is regularly monitored for these groups including at board and governing body meetings and in meetings with the local authority, so that additional support from other partners is accessed where necessary.

- Seek advice from other professionals about the suitability and progression of extended hours. Any decisions and conversations made will be checked and recorded accordingly.