Shottery St Andrew's CE

Primary School

This policy is underpinned by our school vision based on the scripture,

'*Let your light shine before others, that they may see your good deeds and glorify your Father in heaven*.' Matthew 5:16

Attendance Policy

Date adopted by Governors:	**September 2026**
Date for policy review:	**September 2027**
Person responsible for review:	**Headteacher**
Signed by Chair of Governors	

Purpose

The purpose of this policy is to ensure a whole school approach to high expectations for attendance and punctuality. This will enable the entire school community to have a clear understanding of how integral good attendance and punctuality are to successful learning and to promote positive life skills for our pupils.

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 (July 2026), 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
- Recognise that, particularly following the pandemic, pupils may have a range of emotionally based reasons for avoiding school (EBSA)
- Take a relational approach, prioritising positive communication between home and school to lead to a shared understanding of the barriers to attendance
- Promote effective partnerships with the Warwickshire Attendance Service and with other services and agencies.

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 (July 2026) https://assets.publishing.service.gov.uk/media/6a4f9ec6a6586e258d371bd0/Working_together_to_improve_school_attendance_2026.pdf 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 School Attendance (Pupil Registration) (England) Regulations 2024

The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

It also refers to:

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

Statutory Duty of Schools
Schools are responsible for recording pupil attendance twice a day; once at the start of the morning session and once during the afternoon session as outlined in The Education (Pupil Registration)(England) Regulations 2006.

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy
- The school's safeguarding governor has a specific remit to monitor attendance and follow-up actions taken by the school in cases causing concern.

The link Governor for attendance is Rebecca Bartlett.

3.2 The headteacher

The headteacher is responsible for:

- 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

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Mrs Louise Withers and can be contacted via admin3057@welearn365.com.

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 designated senior leader responsible for attendance, and the headteacher
- Assisting the Leadership and Pastoral Teams in working with education welfare officers to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

The attendance officer in school is Louise Withers (Attendance Champion)
The headteacher works alongside Warwickshire Attendance Service and our allocated Attendance Advisor is Paula Taylor.

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 (see Appendix 1), and submitting this information to the school office by 9:00am and 1:00pm.

3.6 School Business Manager

The School Business Manager 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

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:

- Make sure their child/young person attends every day on time
- Call the school to report their child/young person's absence before 9.30am or half an hour before their start time if different 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/young person
- Ensure that, where possible, appointments (e.g. medical/dental) for their child/young person are made outside of the school day. Where this is not possible, parents/carers should ensure that their child/young person is out of school for the minimum amount of time necessary

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:

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:

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.

The school day starts at 8:40am and ends at 3:20pm. The school gate opens at 8:40am and is locked at 8:50am.

Pupils must arrive in school by 8:50am on each school day.

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

Deletions from the register

In accordance with the Education (Pupil Registration) (England) Regulations 2006, pupils will only be deleted from the register when one of the following circumstances applies:

• The school is replaced by another school on a School Attendance Order
• The School Attendance Order is revoked by the local authority
• The pupil has ceased to be of compulsory school age
• Permanent exclusion has occurred and procedures have been completed
• Death of a pupil
• Transfer between schools
• Pupil withdrawn to be educated outside the school system
• Failure to return from an extended holiday after both the school and the local authority have tried to locate the pupil
• A medical condition prevents their attendance and return to the school before ending compulsory school-age
• In custody for more than four months (in discussion with The Youth Offending Team)
• 20 days continuous unauthorised absence and both the local authority and school have tried to locate the pupil
• Left the school but not known where he/she has gone after both the school and the local authority have tried to locate the pupil.

Shottery St Andrew's CofE Primary School will follow Warwickshire County Council's Children Missing Education Protocol when a pupil's whereabouts is unknown (see section below).

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 notifying the school office, who can be contacted via admin3057@welearn365.com, 01780551508 or by Parentmail.

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.
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. 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:

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

Punctuality is monitored closely each week and if a pupil is persistently late then the headteacher will contact to parents to ask if support is required. Punctuality reminder letters are sent half termly.

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 conduct a well-being check, as attendance is a safeguarding matter.

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 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 (see section 5.2 below), as appropriate.

If the child/young person has remained absent for a period of 10 days, then a referral to the 'Children Missing from Education' Team via a CME referral form will be completed (further info below): https://api.warwickshire.gov.uk/documents/WCCC-1010-94 and sent to: cme@warwickshire.gov.uk

In the case of concerns about a pupil's safety or wellbeing that the Senior Leadership Team believe requires urgent/immediate action; they will contact the Children & Families Front Door

Service on 01926 414144.

4.6 Reporting to parents
The school will regularly inform parents about their child's attendance and absence levels via the annual school report and at parents' evenings.
They are also informed if their child's attendance falls below 90% - staged letters are sent and early intervention is offered.

5. Leave of Absence

- The law states a leave of absence may only be granted by a school if an application is made in advance and if it considers there are exceptional circumstances relating to the application.

Expectations

- A leave of absence is granted entirely at the school's discretion. Permission for a Leave of Absence from a school may only be given by a person who the school's proprietor has authorised to do so (an authorised person).

- Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.

- Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.

- Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school.

- When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify the parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.

- It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is their responsibility to ascertain if the leave is authorised prior to the start of the leave.

- The school can only consider applications for Leave of Absence which are made by the resident parent. i.e the parent with whom the child normally resides.

- Where applications for Leave of Absences are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an "unauthorised" absence. Where a leave of absence is requested but additional days take either prior to or after the request, they may be considered as part of the leave of absence.

- Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as 'unauthorised'.

- All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service of Warwickshire County Council. Penalty notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.

- Where a Penalty Notice is not paid within the timeframe set out in that Notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

The law relating to Penalty Notices changed with effect from 19 August 2024. Therefore, Penalty Notices issued for Leave of Absence taken from September 2024 will be issued in accordance with the updated legislation.
Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices – 4 in total).

- First Leave of Absence Offence: The amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.

- Second Leave of Absence Offence within a 3 year period (from the date of issue of the first penalty notice): The amount of £160 paid within 28 days. No reduced amount.

- Third Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice). A Penalty Notice will not be issued and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

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 have a comprehensive reward system in place, both at class level and individually, for children who achieve good levels of attendance:

- The class with the highest attendance each week is acknowledged and celebrated in Celebration Assembly.
- Attendance Champion each half term - not for the highest attendance, but for demonstrating one of the following qualities:
  Most improved attendance
  Excellent punctuality
  Positive attitude towards attending school
  Great resilience in overcoming barriers to attendance
- Beat Your Best (Individual Improvement)

Every half term, each child receives their attendance percentage and a personal target.
The challenge is simple:
Can you beat your attendance from last half term?
Children who improve their attendance, no matter what their starting point, will receive a 'Beat Your Best' Certificate.
For example:

Last Half Term	This Half Term	Outcome
82%	90%	Beat Your Best
91%	94%	Beat Your Best
95%	97%	Beat Your Best

- Whole class attendance incentive

Each class has an Attendance Passport displayed in the classroom.
Every week the class achieves 96% attendance or above, they earn a passport stamp.
After collecting five stamps, the class unlocks a reward.

- Attendance "facts" and information is also included in the newsletter and there is an attendance leaflet / poster which is also shared regularly with parents and is displayed at school and on the website.

7. Pupils absent due to complex barriers to attendance

7.1 Prevention, Intervention and Support

We will regularly analyse attendance data, to identify pupils who have consistently high attendance, those who have shown improvements in their attendance and to identify pupils who may be vulnerable. We will also analyse specific groups, classes, year groups to inform our strategy in promoting good attendance.

Our approach to attendance management is based on prevention, early intervention and targeted support. We will regularly analyse attendance data to identify pupils who are at risk of poor attendance, have poor attendance; changes in attendance; are identified as being either persistently absence or severely absent.

• If we have concerns about a pupil's attendance and/ or their punctuality, then we will work in partnership with parents to support improvements. This may involve a meeting in school to support the family in identifying, and addressing, the barriers to attending school and/ or attending school on time.

• We recognise that poor attendance can be an indication of difficulties and trauma in a child's life. This may be related to problems at home and/or in school. Parents should make school aware of any difficulties or changes in circumstances that may affect their child's attendance, for example, bereavement, divorce/separation, incidents of domestic abuse. This will help us to identify any additional support that may be needed. It is expected that the child and their family work collaboratively with school to identify the most appropriate support for the child.

• We recognise that some pupils are more likely to require additional support to attain good attendance, for example, those pupils with special educational needs, those with physical or mental health needs, migrant and refugee pupils and looked after children. We will hold regular meetings with the parents of pupils who the school (and/or local authority) consider to be vulnerable to discuss attendance at, and engagement with, school.

• Working with parents, we will identify pupils who need support from wider partners and will make the necessary referrals as quickly as possible. With parental consent, this may include exploring Early Support, attendance action plans, home/school agreements or through discussion within a team around the school meeting.

• We will support pupils back into school following a lengthy or unavoidable period of absence to build confidence and bridge gaps.

• If we have any concerns about the welfare and wellbeing of a pupil then, in line with our safeguarding responsibilities, we will make any necessary referrals.

• If we have been unable to contact the family, and have not seen the pupil, then we will inform the Local Authority so that joint enquiries can be made to establish the whereabouts of the child through Children Missing in Education procedures.

Support offered to families, both internally and externally, will be child-centred, trauma informed and inclusive; planned in discussion and agreement with both parents and pupils.
Our approach to attendance management is based on the principles of prevention, early intervention and targeted support. At all stages we aim to work in partnership with parents/ carers to address any barriers to attendance and/ or punctuality together. Where support is not successful, or is not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents.

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

Where a pupil has an education health and care (EHC) 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.

8. Attendance monitoring

- We monitor attendance, absence and punctuality data weekly, half-termly, termly and yearly across the school and at an individual pupil level
- Parents / carers are notified by letter when their children hit attendance and punctuality thresholds which give cause for concern and are invited to meet with School to discuss how to improve attendance.
- Children whose attendance or punctuality give cause for concern are then monitored weekly to track improvements
- We identify whether or not there are particular groups of children whose absences may be a cause for concern

Pupil-level absence 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 compare attendance data to the national average, and share this with the governing board.

8.2 Analysing attendance

At Shottery St Andrew's CE Primary School, we:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

It is the role of class teachers to:

Ensure that for every session, mornings and afternoon, the overall attendance is calculated and shared with senior leaders.

Our Attendance Champion (Mrs Louise Withers) must have responsibility for ensuring that this is completed every day and that the attendance is continually compared with what happened on previous days.

Then on a weekly basis, the trends must be considered:

- Which year groups have the lowest attendance?
- Which day of the week is attendance the lowest?
- How does the attendance of Pupil Premium children compare with their peers?
- How does the attendance for different prior attainment groups compare?
- What is the attendance for key marginal pupils?

This information is vital in enabling leaders to begin to take interventions to improve attendance and to consider if interventions are making a difference.

The attendance of all individuals must be carefully and accurately gathered. And it must be completed as speedily as possible.
Leaders need to know which pupils are in school and every day – they will constantly be looking at how their individual attendance is changing. Leaders will ask questions such as:

- Which pupils have had three days off in a row?
- Which pupils are averaging one day off a week?
- Which pupils are always off on a Monday?
- Which pupils are slipping into persistent absence?

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 severed absence, and their families

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

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
- 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

Send staged attendance letters, according to the Attendance Flow Chart (Appendix 2)

Implement sanctions, where necessary (see section 5.2, above)

9. Removal from roll

Parents have the right to withdraw their child from school in favour of home education. Parents must inform the school of their decision to home educate in writing. Once the school receives this notification, they will then inform the local authority and take the child off of their roll, following a two-week 'cooling off' period. It is important that the decision to home educate is discussed and considered carefully. Parents should talk to the school about any difficulties their child may be having; once a child has been taken off roll their place will be allocated and may not be available if parents change their mind at a later date.

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Headteacher and Attendance Governor. 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

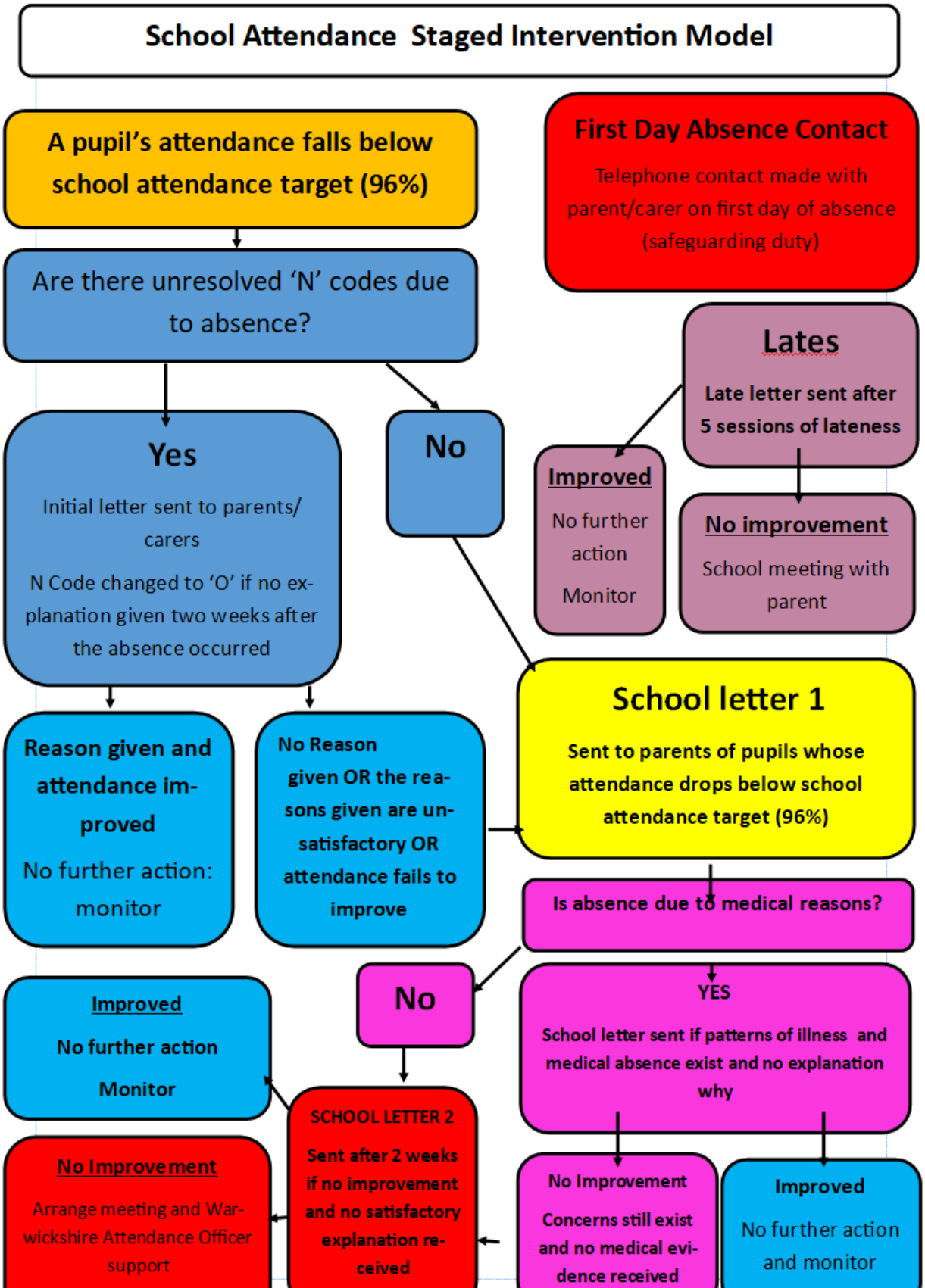
Behaviour policy

Appendix 1: attendance codes

Attendance codes

Code	Full name	Description
The student is counted as present.		
/ or \	Present am or pm	Present in school during registration.
L	Late	Late arrival before the register has closed
The student is counted as present, at an Approved Educational Activity.		
B	Educated off Site	The student is at an off-site supervised educational activity approved by the school.
K	Education provision provided by LA	Education provision arranged by a local authority, rather than the school
P	Sporting Activity (Approved)	Pupil is taking part in a sporting activity that has been approved by the school and supervised by someone authorised by the school.
V	Educational trip	A residential trip organised by the school or a supervised strictly educational trip arranged by an approved organisation.
W	Work Experience	A student is attending a place for an approved educational activity that is work experience provided under arrangements made by a local authority or the school as part of the pupil's education
The student is counted as absent, authorised.		
C	Other Authorised Absence	Leave of absence for exceptional circumstance
C1	Other Authorised Absence	Absence for a regulated performance or employment abroad
C2	Other Authorised Absence	Pupils on part-time timetables
J1	Interview	Leave of absence to attend an interview for employment or admission into another educational institution
E	Excluded	If a student is excluded but still on the admission register, they should be marked E, for up to the sixth consecutive day of any fixed period.
M	Medical/Dental Appointments	The student is absent due to a medical or dental appointment that could not be made outside of school hours.
R	Religious Observance	The student is absent for religious observance on a day designated by the religious body.
S	Study Leave	Study leave should be used sparingly and only granted to Year 11 pupils for public exams. Students should still be able to come into school to revise.
T	Traveller Absence	Used when Roma, English and Welsh Gypsies, Irish and Scottish Travellers, Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) or New Travellers are known to be travelling for occupational purposes and have agreed this with the school.
I	Illness	This Illness code can be used for any form of illness, if you don't want to distinguish Covid-19 illness.
The student is counted as absent, unauthorised.		
G	Family Holiday (Not Agreed)	The Holiday was not authorised by the school or in excess of the period determined by the headteacher.
N	No Reason	The reason for the absence has not been provided. If no reason for an absence is provided after a reasonable amount of time, it should be changed to O.
O	Unauthorised Absence	If the school is not satisfied with the reason given for absence
U	Late (After Register Closes)	Schools should keep registers open for a reasonable amount of time, after which the student should be marked with a U.
These codes are not counted so will not affect attendance figures.		
D	Dual Registration	The student is registered at another school and attends it during this lesson e.g. students at a pupil referral unit. Schools should only record attendance and absences for sessions the pupil is scheduled to attend at their school.
Q	Unable to attend the school because of a lack of access arrangements	Applies when a pupil is absent because the local authority, responsible for home-to-school travel, has failed to provide it, or when the pupil must attend a school beyond walking distance that doesn't qualify for travel arrangements.
X	Non-statutory school age absence	Sessions non-compulsory school-age children are not expected to attend. This code should only be used for early years students who have not yet passed the 1st January, 1st April or 1st September following their 5th birthday.
Y1	Unable to attend	Absence due to transport normally provided not being available.
Y2	Unable to attend	Widespread disruption to travel
Y3	Unable to attend	Part of school closed.
Y4	Unable to attend	Unexpected whole school closure (different from # for planned closures).
Y5	Unable to attend	Pupils in the criminal justice system.
Y6	Unable to attend	Absence due to public health guidance or law.
Y7	Unable to attend	Any other unavoidable cause.
Z	Pupil Not On Roll	This code can be used when setting up registers in advance of pupils joining. Schools must take attendance for pupils from the first day the student should be attending the school.
#	School Closed To Pupils	This code should be used for whole or partial school closures that are known or planned in advance such as if the school is used as a polling station.

Appendix 2


School Attendance Staged Intervention Model
A pupil's attendance falls below school attendance target (96%)
First Day Absence Contact
Telephone contact made with parent/carer on first day of absence (safeguarding duty)
Are there unresolved 'N' codes due to absence?
Lates
Late letter sent after 5 sessions of lateness
Yes
Initial letter sent to parents/ carers
N Code changed to 'O' if no explanation given two weeks after the absence occurred
No
Improved
No further action
Monitor
No improvement
School meeting with parent
School letter 1
Sent to parents of pupils whose attendance drops below school attendance target (96%)
Reason given and attendance improved
No further action: monitor
No Reason given OR the reasons given are unsatisfactory OR attendance fails to improve
Is absence due to medical reasons?
No
YES
School letter sent if patterns of illness and medical absence exist and no explanation why
Improved
No further action
Monitor
SCHOOL LETTER 2
Sent after 2 weeks if no improvement and no satisfactory explanation received
No Improvement
Arrange meeting and Warwickshire Attendance Officer support
No Improvement
Concerns still exist and no medical evidence received
Improved
No further action and monitor

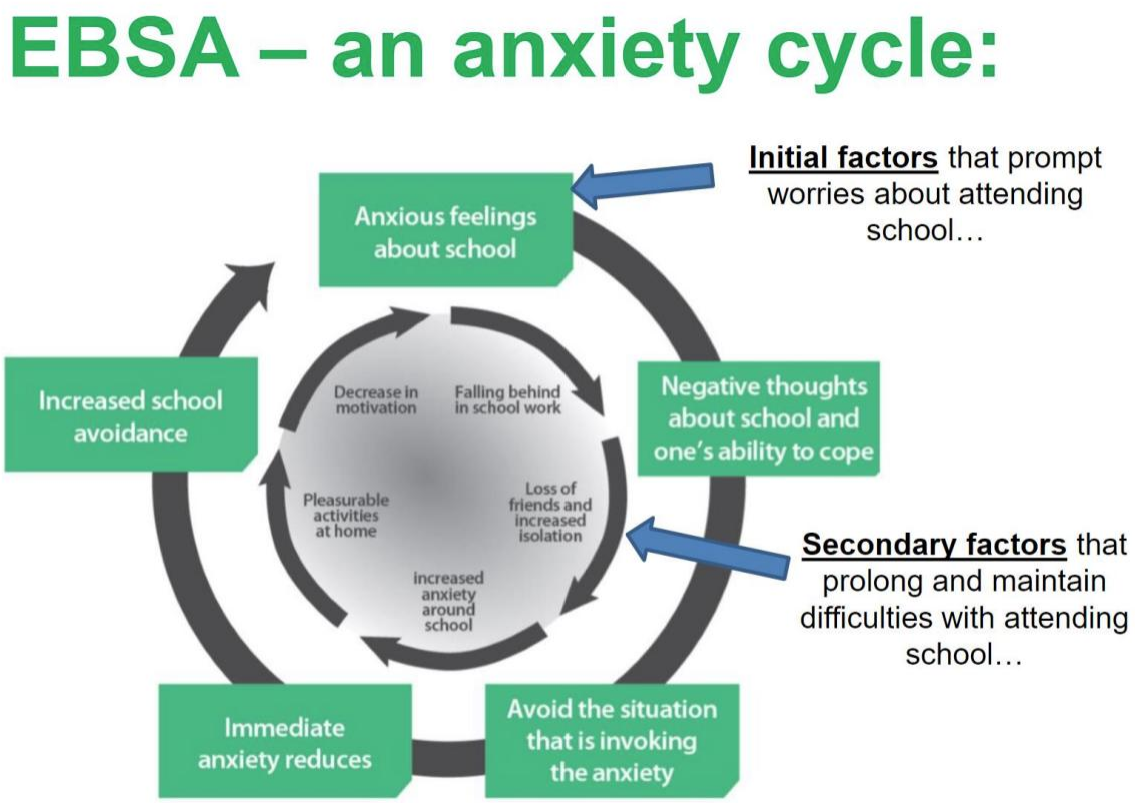
Appendix 3

Emotionally-Based School Avoidance (EBSA)

Previously known as 'school refusal', the term EBSA recognises that this avoidance has its root in emotional, mental health or wellbeing issues. EBSA is not a new phenomenon associated with the coronavirus pandemic.
'EBSA is a pattern of absence whereby reluctance, or refusal, to attend or stay in an educational setting has its base in anxiety or fear. Risk factors vary and it is important to understand the reasons for poor/non attendance' (Kent Resilience Hub, 2020)
EBSA should not be thought of as a deliberate act of defiance, but instead as a complex issue inextricably linked with mental health and wellbeing.

EBSA also doesn't just mean not attending school entirely. Staff may also observe pupils:
• not going to their classroom
• not staying in class
• not attending some lessons
• avoiding some physical spaces or people.

The 2022 Attendance Audit from the Children's Commissioner found that in Autumn 2021, 1 in 4 children were persistently absent. In 2018/2019, this figure was 1 in 9 – meaning that persistent absence has more than doubled in this time period.



Risk Factors of EBSA

School Factors	Family Factors	Child factors
Bullying (the most common school factor)	Separation and divorce or change in family dynamic	Temperamental style- reluctance to interact and withdrawal from unfamiliar settings, people or objects
Difficulties in specific subject	Parent physical and mental health problems	Fear of failure and poor self confidence
Transition to secondary school, key stage or change of school	Overprotective parenting style	Physical illness
Structure of the school day	Dysfunctional family interactions	Age (5-6, 11-12 & 13-14 years)
Academic demands/high levels of pressure and performance-orientated classrooms	Being the youngest child in the family	Learning Difficulties, developmental problems or Autism Spectrum Condition if unidentified or unsupported
Transport or journey to school	Loss and Bereavement	Separation Anxiety from parent
Exams	High levels of family stress	Traumatic events
Peer or staff relationship difficulties	Family history of EBSA	
	Young carer	

Appendix 4
Pupils with medical/health needs who cannot attend school

As a school we strive to create the best learning experiences and overall provision for our pupils in line with their Education, Health & Care Plans (EHCPs). Many of our pupils have complex and underlying health care needs which are catered for in these plans, but we must also be prepared for the unexpected.

When a pupil is unable to attend school due to their health needs the senior leadership team will work closely with the family to ensure we can adapt to meet the current and ongoing health needs of that pupil. We will, of course, be led in decision making by any medical staff supporting the pupil and the family. Wherever possible, we will support the child/young person to access school in whatever way is appropriate and will tailor any home-school support around individual needs.

When children and young people are unable to attend school due to illness, Section 19 of the Education Act 1966 requires local education authorities to provide 'suitable education'. This applies to children and young people who cannot attend their own school for an extended period because of their illness.

In Warwickshire this provision is made in three ways which form a continuum of provision.
• Hospital teaching – This service is usually provided by hospitals outside Warwickshire. Warwickshire is then recharged for this provision.
• Teaching at home or in small community settings (not Elective Home Education) – for children and young people who, because of their health need, are unable to attend the school setting. This service can be provided by the Flexible Learning Team.
• Support for reintegration to school for children and young people who are recovering from illness, and it has been agreed by the appropriate agencies that they are unable to attend school full-time. This support will be planned in partnership with the school. It will be phased, monitored and, in the interest of achieving a successful reintegration, time limited. This service can be provided by the LA services including the Specialist Teaching Service, Integrated Disability Service and/or the Flexible Learning Team.

Pupils with Medical Conditions
Where a pupil has an on-going diagnosed medical condition, which necessitates them missing more than 15 continuous school days (30 am/pm attendance sessions) because of the condition, consideration should be given to an Early Help Assessment, input from relevant external specialists e.g. CAMHS, EPS, specialist teacher and/or referral to the Flexible Learning Team. The condition must be supported by a medical specialist e.g. CAMHS specialist, Hospital Consultant and not just on the parent's explanation.

For full details of how to request intervention from the Flexible Learning Team see https://www.warwickshireflt.org.uk/index.shtml

Where possible and appropriate a pupil should be provided with sufficient and differentiated work for those hours they are not in school. Arrangements should be made to ensure that the work is marked and assessed with constructive feedback given to the pupil. If the school/education provider has a staff

member with the pupil at the family home, then this would be a supervised activity and could be recorded in the attendance register as educated off site; 'B' code. If not, then the school's register should record the absence as authorised; 'C' code for the session the pupil is not expected in school.

Contact the Flexible Learning Team via email at: flexlearning@warwickshire.gov.uk for further advice and guidance.

Appendix 5

Elective Home Education (EHE)

Many home-educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Where we are made aware that a parent/ carer is choosing EHE, we will try to ascertain the drivers for this. Is it a knee jerk reaction to a challenging time or a philosophical position?

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove their child/young person from school with a view to educating at home, we will work with other key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child/young person. This is particularly important where the pupil has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable.

School will consider whether the family might benefit from Early Help or further support. If the family are already open to Children's Services/Early Support, we will speak to the Social Worker or Family Support Worker at the earliest opportunity.

DfE guidance for local authorities on Elective Home Education sets out the role and responsibilities of Las and their powers to engage with parents in relation to EHE. Although this is primarily aimed at LAs, schools should also be familiar with this guidance.

https://www.gov.uk/government/publications/elective-home-education

If the pupil has an EHCP or has SEN, school will contact the relevant Plan Co-ordinator or WCC EHE officer for advice in the first instance.

Following multi-professional input, a letter will be obtained from parents to confirm they are going to home educate their child / children. School will send a copy of the paperwork to the EHE team. Parents/ carers have a 2-week 'cooling off' period to allow them to consider their options. This is a WCC policy which all schools signed up to.

School will then signpost parents to the LA webpage at https://www.warwickshire.gov.uk/homeeducation and any other agencies that they may benefit from.

Appendix 6

Part-time timetables

For the purposes of this guidance, a timetable is reduced when it consists of something less than that which is provided to the majority of the pupils in that setting.
There is no statutory basis upon which to establish a reduced timetable, however in exceptional circumstances, we may decide to implement one for a time-limited period to meet a pupil's individual needs.
A part-time timetable should only be used for pupils with an Education, Health & Care Plan (EHCP) in very limited circumstances and with the agreement of the pupil's allocated Plan Co-ordinator.
A reduced timetable will not be treated as a long-term solution and must have a time limit by which point the pupil is expected to attend full-time. In the majority of cases, we would expect that any part-time timetable will have ceased within 6 weeks or earlier. If regular progress is not being made (measured by increased time in school and demands) it shows that the strategy is not working, and a different intervention must be considered.
Any pupil admitted to a school is expected to receive their full education entitlement. Part time timetables should not be used for schools to prepare themselves for a full-time admission to their school roll.
In accordance with the Equality Act 2010, it is unlawful for schools to discriminate against CYP on the basis of their special educational need and/or disability, including those with social emotional and mental health difficulties.
If a pupil is accessing support from the Flexible Learning Team schools should follow the appropriate action plans in partnership with WCC officers in line with the WCC medical needs policy.

For further information go to https://www.warwickshire.gov.uk/medical-physical-needs/meeting-physicalmedical-needs-whole-school-level/2

It is expected that there will have been appropriate external specialist input, prior to a part-time programme being considered. Advice and guidance will be sought from the Specialist Teaching Service Area Manager https://schools.warwickshire.gov.uk/education-resources/specialist-teaching-service-sts where appropriate.

As pupils at Shottery St Andrew's CofE Primary School have EHCPs, a part-time timetable should only be implemented following either an interim or annual review, with authorisation from the designated Senior Leader for Attendance.

A part-time timetable at Shottery St Andrew's CofE Primary School takes the form of an 'Attendance Support Plan', which is agreed with parents, link Assistant Head Teacher for the pupil, and any relevant professionals at an Attendance Support Meeting.
The ASP should have clearly defined objectives and achievable targets (increases in time should not be dependent on 'perfect' behaviour).
No parent/carer should be pressurised into agreeing to a part-time timetable. The threat of exclusion

must not be used to influence parents/carers to engage with a part-time timetable.
A part-time timetable/ASP should be implemented with the full cooperation of the parents/carers and knowledge of the LA; it should be in the best interest of the CYP.
To notify the LA of a part-time timetable complete the form Notification of a Part-time Timetable.docx and mail to fapassessmentgateway@warwickshire.gov.uk

Prior to implementing a part time timetable, a risk assessment will be undertaken to consider any safeguarding risks while the pupil is not at school. If safeguarding concerns are highlighted, advice will be sought from the Front Door.

If Children's Services are involved, permission must be sought from the social worker or Family Support Worker before a pupil can be put on a part-time timetable.

Where a part time timetable is implemented, school should clarify with parents/carers that they will take full responsibility for their child when they are not in school and guarantee they are supervised off site. This should be confirmed with all agencies involved in supporting the pupil and family. An Early Support Assessment (ESA) or early EHCP review are possible routes to engage with parents/carers and the pupil.

Where possible and appropriate, pupils should be provided with sufficient and appropriately differentiated work to do for those hours they are not in school. This would be in a format appropriate to the individual's developmental level and personal requirements. The school acknowledges that some pupils will struggle with doing 'school' tasks in the home environment due to their Special Educational Needs and will take this into account when the ASP is agreed. ClassDojo or Google Classroom will be used for sending work tasks, wherever possible. Where appropriate, arrangements should be made to ensure that the work is regularly marked; assessed and/or constructive feedback is given to the pupil. This will be done in a format suitable for the individual pupil.

The part-time timetable arrangements must be reviewed at least every fortnight as part of the Attendance Support Plan. Progress towards being able to return to school on a full-time basis should be considered along with the effectiveness of any support being provided. The review should include a parent/carer and other external specialists or agencies as and when appropriate.

The LA will be notified by email when the end date of the Attendance Support Plan has been completed and achieved. If the reintegration process hasn't been completed in 6 weeks, Headteachers should refer to the FAP & Assessment Gateway by emailing fapassessmentgateway@warwickshire.gov.uk

Part-time Timetables for Children Looked After
Children Looked After (CLA) are amongst our most vulnerable pupils and a part-time timetable should only be used in very limited circumstances when all other interventions have been tried. The Head of Virtual School must be consulted about any proposals to implement a part time timetable for a Warwickshire CLA. For any advice or support with a CLA contact the Head at virtualschool@warwickshire.gov.uk
Where a pupil is supported by a Virtual School from a different authority, we will seek guidance from the relevant Virtual School Head.
A part-time timetable should only be used after reviewing the pupil's Personal Education Plan (PEP) and must not be used without written consent of the pupil's Social Worker and the Virtual School of the Local Authority responsible for the child.
Any pupil who is CLA on a part-time table must be contacted daily by the school to ensure they are safe.

This must be recorded. If the school has any concerns about the safety of a pupil who is CLA on a part time timetable, they must follow their safeguarding policy and procedures and contact the relevant social worker.

Part time timetables for pupils subject to a Child Protection Plan (CPP) or who are a Child in Need (CiN)

When considering a part-time timetable for a pupil that is subject to a CPP or who is CiN, we must first consult with the pupil's Social Worker. Any part-time timetable must only be implemented following a Core Group or CiN Meeting.

A part-time timetable should not be implemented without written parental/carer agreement and the consent of the Social Worker responsible.

Any pupil subject to a CP plan or CIN on a part-time timetable must be contacted daily by the school to ensure they are safe. This must be recorded. If the school has any concerns about the safety of a child/young person on a part-time timetable they must follow their safeguarding policy and procedures and contact the relevant social worker.

Appendix 7

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Let your light shine!
ATTENDANCE
Matters
Every day in school helps us learn, grow and shine!
Shottery St Andrew's
CofE Primary School
Anchored in faith we shine!
1. BEAT YOUR BEST
Can you improve on last half term?
Every half term you will receive your attendance percentage.
The challenge is simple:
beat your best!
Every improvement is amazing – we celebrate big steps and small steps!
BRONZE
Improved by 1–2%
SILVER
Improved by 3–4%
GOLD
Improved by 5% or more
You will receive a certificate to celebrate your progress!
2. CLASS ATTENDANCE PASSPORT
Together we can!
OUR CLASS ATTENDANCE PASSPORT
Each week our class reaches 96% attendance or above, we earn a passport stamp!
4
5
Collect 5 stamps and we unlock a class reward!
EXTRA OPAL PLAY
OUTDOOR LEARNING
AN AFTERNOON OF FOREST SCHOOL
FILM AFTERNOON
GOLDEN TIME
We are stronger together!
3. ATTENDANCE CHAMPION
It's not just about numbers!
Each half term, one child in each class will be recognised as an Attendance Champion for showing one of these qualities:
MOST IMPROVED ATTENDANCE
EXCELLENT PUNCTUALITY
POSITIVE ATTITUDE TOWARDS ATTENDANCE
GREAT RESILIENCE OVERCOMING BARRIERS
EVERY DAY IS A CHANCE
Be here • Be ready • Be your best