

School Attendance Policy

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Chairs Signature	Mrs Sian Stevens

Moat Farm Infant School and Nursery

ATTENDANCE POLICY

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Introduction

Improving attendance is everybody's business. The law entitles every child of compulsory school age to a full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly, and on time. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

The Department of Education (DfE) has produced statutory guidance for schools. This is called "Working together to improve school attendance" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.

This policy is written with the above guidance in mind and underpins our school ethos. Moat Farm Infant School recognises that school attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of our education system. Regular attendance to school can have a significant impact on:

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

Our school values all children, and we aim to provide a welcoming, nurturing and caring environment where children want to be and are keen to do well. It is school's responsibility to monitor and actively pursue the goal of excellent attendance for all of our children. As set out in this policy, we will work with families to identify the reasons for reduced attendance and try to resolve any difficulties or barriers families may have.

For our children to gain the greatest benefit from their education it is vital that they attend school regularly and arrive to school, on time, every day the school is open unless the reason for absence is unavoidable. It is only the school who can authorise an absence, not the parents/carers.

At Moat Farm Infant School, we believe in developing good patterns of attendance from when your child starts with us and we set high expectations for the attendance and punctuality for all of our pupils. It is a central part of our school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

Factors influencing attendance

There are many factors which can impact on a child attending school, if you have any concerns you should contact the School Attendance Officer, Mrs Taylor as soon as possible:

- **Health Issues:** Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.
- **Family Circumstances:** Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school.
- **Bullying and Safety Concerns:** Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.
- **Transportation Issues:** Difficulty in accessing transportation to school can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.
- **Socioeconomic Factors:** Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.
- **Special Educational Needs (SEN):** Students with special educational needs may require additional support and accommodations to attend school regularly.
- **Engagement and Motivation:** Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending.
- **Cultural and Language Barriers:** Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.
- **Parental Involvement:** Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

Definitions

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

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions across the year for any reason; this can be authorised or unauthorised absences. This is the equivalent to 19 or more school days missed per academic year.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school for more than 50%. Pupils within this category may find it more difficult to be in school or face bigger barriers to their regular attendance and as such the pupil and family are likely to need more intensive support across a range of external agency partners.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is low and is becoming a concern. See tables 1 and 2 which is how we identify pupils who may be at Risk of PA.

Table 1: Days Absent Table

Days Absent	Risk Of PA Level	Additional Factors
1	Low (Risk of PA)	<i>Risk and Protective factors, traditional absence, identified as SEND or FSM demographic, external agency involvement</i>
2	Low (Risk of PA)	
3	Low (Risk of PA)	
4	Low (Risk of PA)	
5	Low (Risk of PA)	
6	Low (Risk of PA)	
7	Low (Risk of PA)	
8	Low (Risk of PA)	
9	Low (Risk of PA)	
10	Moderate (Risk of PA)	
11	Moderate (Risk of PA)	
12	Moderate (Risk of PA)	
13	Moderate (Risk of PA)	
14	Moderate (Risk of PA)	
15	High (Risk of PA)	
16	High (Risk of PA)	
17	High (Risk of PA)	
18	High (Risk of PA)	
19 or more	Locked into PA	

Table 2: Spells of Absence

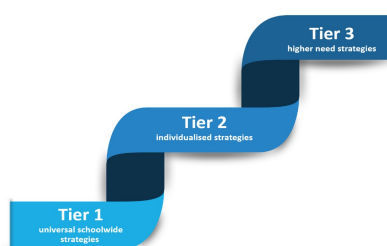
Number of Spells of Absence	Risk of PA Level
1	Low (Risk of PA)
2	Low (Risk of PA)
3	Moderate (Risk of PA)
4	Moderate (Risk of PA)
5	High (Risk of PA)
6 or above	High (Risk of PA)

Supporting Regular Attendance at Moat Farm Infant School

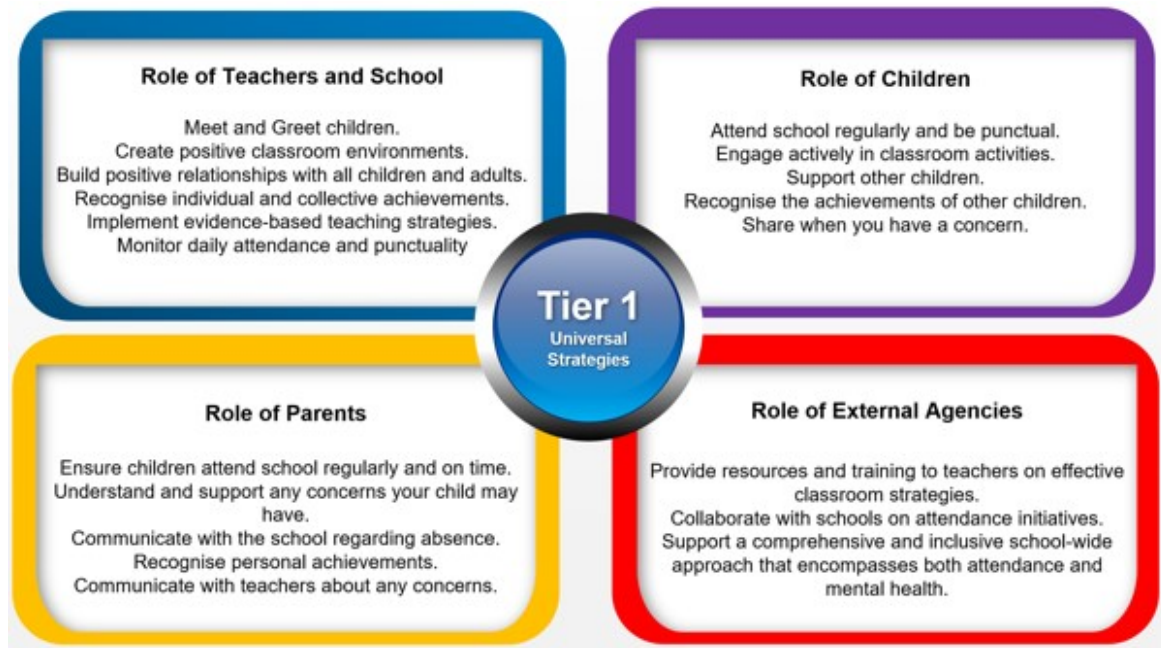
Whilst any child may occasionally have time off school because they are too unwell to attend, there are also children who are not brought to school regularly by parents/carers and as a school we need to address any identified attendance issues early in order to effectively support and improve attendance for children at Moat Farm Infant School. We will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

Multi-Tiered System of Support

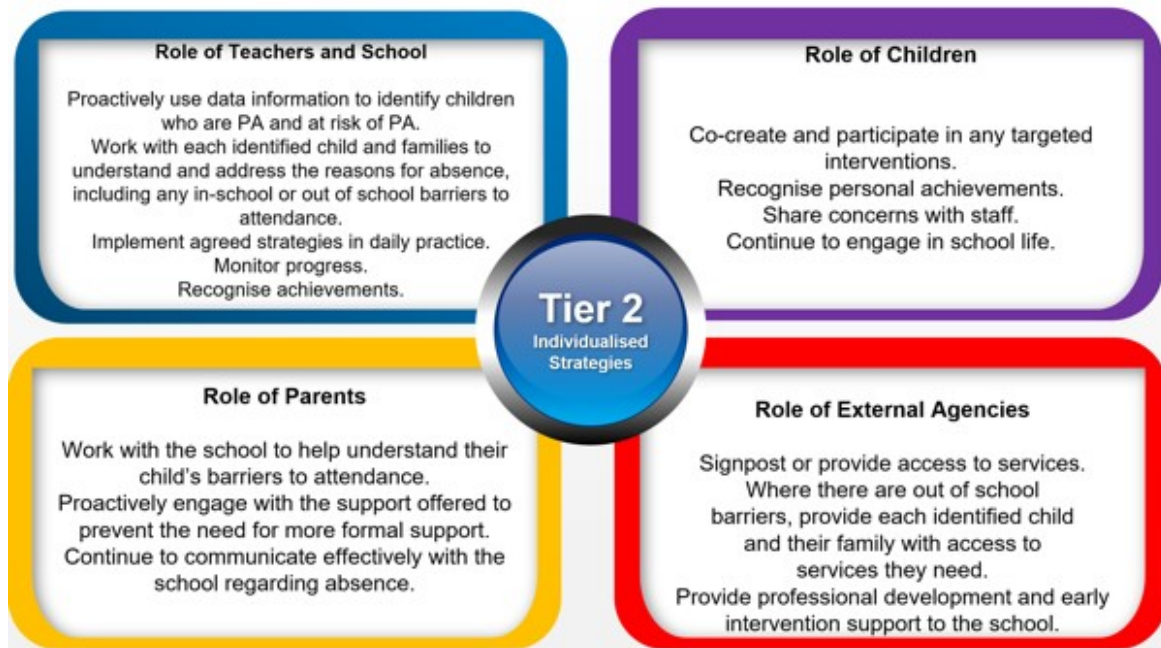
To guarantee a comprehensive approach to attendance, we will implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.



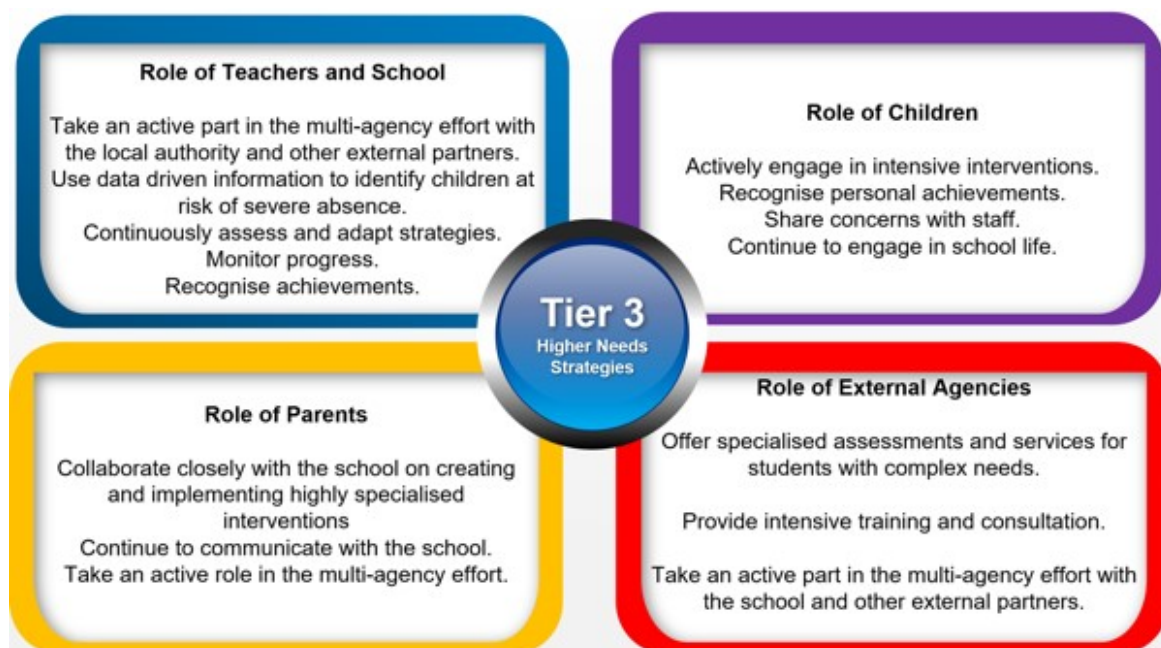
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



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



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



Attendance and Punctuality Expectations

Children registered at Moat Farm Infant School are expected to attend school every day and only be absent from school when they are not well enough to attend.

The school times for Reception and Key Stage 1 at Moat Farm Infant School are:

Gates open: 8am

Doors open: 8.30am

Gates close: 8.50am

Registers are taken at 8.50am and 12.20pm (YR), 1pm (Y1) & 1.30pm (Y2)

End of school day: 3.10pm

Registers

The Education (Child Registration) (England) Regulations 2006, require schools to take an attendance register **twice** a day for fulltime children, once at the start of the morning session and then again at the start of the afternoon session. Every half-day absence from school has to be classified by school (not the parent/carer) as either **authorised** or **unauthorised**. This is why information about the reason of any absence is always required. Each half-day is known as a 'session'.

On each occasion school should record whether every child is:

- Present
- Absent

Electronic Registers (on SIMs) are marked in class at the start of the morning (8.50am) and afternoon (12.20pm/1pm /1.30pm) sessions and are closed 30 minutes after the start of each session. Teachers will mark children as either:

/\ **Present** – child in school am & pm
N **Absent**

The admin and attendance team will then update the registers with the appropriate coding for children who are absent depending on the reason given to school for the absence.

Absence Definitions

Authorised Absences are morning and/or afternoon sessions away from school for a genuine reason and have been authorised by school:

- Medical or dental appointments which **unavoidably** fall during school time, for which the school has authorised (evidence of the appointment will be required and children are **expected** to attend before and after their appointment time)
- Religious or cultural observance for which the school has granted leave
- An absence due to a family emergency authorised by school

Unauthorised Absences are those which school does not consider reasonable and for which no authorisation has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absences include (however this list is not exhaustive):

- Parents keeping children off school unnecessarily or for a non-infectious illness or injury
- Absences which have not been properly explained or no explanation have been given on the day
- Arrivals to school after the register has closed, after 9.20am for Reception and KS1
- Absences for shopping trips, birthday trips, visiting family or relatives, siblings' school closed for inset day
- Holidays taken in term-time which have not been deemed 'for exceptional circumstances' by the Headteacher, including any arranged by other family members or friends
- Other leave of absence in term time which has not been agreed

Register Codings

If a child is absent the following codes must be used to record the reason for the absence. These codes must be applied consistently throughout the school.

I **Illness** – parent/carer has informed school that the child is ill. Families may be asked to provide medical evidence where there are repeated absences for illness. This will usually be in the form of a doctor's appointment card/text, prescription or letter from hospital/medical professional. School may record the absence as unauthorised if not satisfied with the reason for the absence or until medical evidence has been seen as requested, and advise parents of this.

C **Other authorised circumstances** – This relates to occasions where the cause for absence is due to exceptional circumstances, for example family bereavement, visiting a parent in prison or pupil is on a part time timetable agreed by the school. Parents may be asked to complete a leave of absence form so school can consider the specific facts and circumstances of the absence.

- O Unauthorised circumstances** – This code is used when the reason provided by parents is not accepted as a justifiable reason for an absence from school OR no information has been received from parents on the day of the absence
- L Late before register closed** – child arrives late but before 9.20am
- U Late after register closed** – registers close at 9.20am and 12.50pm/1.30pm/2pm. Any child *arriving after these times* will be recorded as an unauthorised absence unless a satisfactory reason is given for the late arrival eg medical appointment
- M Medical/dental appointments**– Parents are advised where possible to make medical and dental appointments outside of the school day. If the appointment is unavoidable, the child is expected to still attend school before and after the appointment
- E Excluded** – child has been excluded from school – you will be informed by the head teacher
- V Educational visit** – e.g. trips, residential visits
- G Unauthorised holiday** – The child is on a family holiday; the appropriate leave of absence form has been completed but the absence is not authorised by the Headteacher
- R Religious observance** – A special leave of absence on the day set apart exclusively for religious observance by the religious body to which the parents belong
- Y Unable to attend due to exceptional circumstances** – The school site or part of it is closed due to adverse weather conditions or an unavoidable cause.
- # planned whole school or partial school closure** – teacher training days and school holidays or school used as polling station.

See Annex A for full list of register codes

Lateness

All children are expected to arrive to school on time each day. Late arrivals disrupt morning routines both in the school office and in the classrooms, and may affect the learning of others in the same class. Good time-keeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Children arriving after **8.50am** must be brought to the school office and signed in by the parent/carer and a reason for their lateness is recorded for the register.

At 9.20am the registers will be closed. In accordance with the regulations, if your child arrives after this time, they will receive a U mark which shows they are on the school site but it is not a present mark and it will mean they have an unauthorised absence for the morning session. If children have had a medical appointment and arrive late, evidence of the appointment will need to be shown and the child's mark will be recorded as M which is an authorised absence mark. If children have been unwell in the morning and then come in for the afternoon session, then an I mark may be recorded for the morning session as an authorised absence.

Unauthorised lateness, arrivals more than 30 minutes from the beginning of school may result in school referring to the Local Authority for sanctions and/or legal proceedings. If your child has a persistent lateness record, you will be asked to meet with our Attendance Officer Mrs Taylor. You can approach us at any time if you are having difficulties getting your child into school on time. We expect parents/carers and staff to encourage good punctuality by being good role models to our children.

Absence procedures

We monitor and review all pupils' absence from school, and the reasons that are given for absences, thoroughly.

If a child is absent from school the parent/carer must follow these procedures:

- Contact school on **each** day of absence before 9am to report the reason for the absence, you can either speak to a member of staff in the office or leave a message on the absence answer machine
- If you leave a message, you need to say your child's name, their class, and give a full explanation of the reason for your child's absence
- If you have left a message, please be aware you may receive a call from school so that we may discuss the absence with you before deciding whether to authorise or unauthorise the absence
- You must then contact school on each further day of absence, again before 9am to update school on your child's absence
- Ensure your child returns to school as soon as possible and you provide medical evidence if requested, to support the absence.
(Medical evidence may be requested where your child is having multiple periods of absences which are reported as being due to medical reasons)

When determining whether your child is too ill for school, both parents and staff can consider the guidance contained within the NHS and Sandwell Council Guidance on School Absence and Childhood Illness.

It is the **parent's responsibility** to inform school of the reason for a child's absence from school. The absence is only authorised when the school is satisfied with the explanation and it is a valid reason for absence. If your child is off school for 3 or more days, a home visit will be conducted by two members of staff to see your child.

If your child is absent and we have not had any contact from parents to report the absence, the school office will attempt to contact you. We will also call the other contacts who you have listed on your information form to try and contact you to ascertain the reason your child is absent from school. If there is continuing absence without any explanation, school will conduct a home visit. This will be carried out by two members of staff.

Once the reason for the absence has been reviewed, the appropriate coding, will be entered on the register. It is expected that all reasonable attempts will be made to discover the reason for any absence. It is important to note that any absence, whether authorised or unauthorised, will count against a child's overall attendance percentage.

We would also remind parents to make routine appointments (dentist, optician etc) outside the school day or in the school holidays. Where this is not possible, children should attend school for part of the day and only be missing from school for the minimum amount of time necessary for the appointment. Parents will need to show the appointment card/text or letter to school in order for the absence to be recorded as M – medical appointment.

Attendance monitoring

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

Helping to create a pattern of regular school attendance is the responsibility of parents, pupils and all members of staff.

To help us all to focus on this we will:

- Submit our daily attendance data to the Department of Education, in line with the legal expectations placed on all schools
- Build strong relationships and work jointly with families
- Give parents/carers details on attendance in our monthly newsletters
- Promote the benefits of high attendance
- Accurately complete admission registers and have effective day to day processes in place to follow-up absence by law
- Celebrate excellent attendance by displaying and reporting individual and class achievements
- Reward good and improving attendance
- Report to parents/carers regularly on their child's attendance and the impact on their progress
- Contact parents/carers should their child's attendance fall below 95% or monitoring shows children are at Risk of Persistent Absence

It is important that the class teacher, senior attendance champion, attendance officer and the Headteacher monitor attendance and where necessary, involve Sandwell School's Attendance Support Service. The following monitoring arrangements will be followed:

- To ensure every child is safeguarded and their right to education is protected, we may conduct a home visit to do a safe and well check for the child
- Carry out First Day Calling (FDC) when a child is absent from school and no reason has been received from parents/carers
- If parents are unable to be contacted then school will try the other contacts provided to school or contact siblings' schools
- A home visit will be undertaken if no reason for a child's absence has been given to school and/or school are concerned about a child's attendance or the reasons given for the absence
- Any member of staff concerned about a child's attendance should report their concerns to the attendance officer and class teacher
- The attendance team will regularly monitor and analyse attendance and absence data to identify pupils and families that require support to improve attendance

- All families will receive termly updates of their child's attendance for the year to date
- Parents of children whose attendance falls below 95% will be informed and attendance will be tracked closely
- Parents of children whose attendance falls below 90% or whose attendance has not improved since previous monitoring will be either contacted by phone or invited to an attendance meeting to discuss strategies for improving attendance
- Where there are attendance concerns about a child, parents will be asked to provide medical evidence to support further illness absences or they will not be authorised
- The School Attendance Support Service may become involved where there is irregular attendance which is a cause for concern and or no improvement in attendance has been made
- Share class and whole school attendance so parents are informed about the school's attendance record in the monthly school newsletters
- Good attendance will be encouraged in school by all staff
- Marvellous Me badges will be sent half termly to all children with attendance between 96-100% or where attendance has improved
- School training days and Sandwell School term dates will be shared with parents via the website and newsletters

Under the DfE's statutory guidance, schools are required to submit a sickness return to the Local Authority for all pupils who have missed/or are likely to miss 15 or more school days consecutive or cumulative due to medical reasons/illness.

Family Holidays/Application for Leave of Absence from School

Parents are strongly advised to avoid taking their children on holiday during term time. All requests for leave of absence should be made in writing in advance on the Sandwell Leave of Absence form and this should be returned to school prior to booking and should be submitted to school at least **10 days** before the absence is due to begin. The Headteacher will then decide on whether or not the leave of absence is to be authorised from the information provided on the form, and they will only do so if there is an exceptional reason for a child to be absent from school during term time.

If the permission to take leave is not granted and the child is absent, the absence will be recorded as **unauthorised**. If a child has been removed from school where no application was made to the school before the absence, this will also be recorded as **unauthorised**. School will also not authorise an absence for illness directly before or after a leave of absence application, unless medical evidence has been provided.

In such cases, where the threshold has been met, school will refer the absence to the School Attendance Support Service at Sandwell Council, where a penalty notice (fine) may be issued to the parents/carers. The regulations do not allow school to give retrospective approval. Retrospective requests cannot be considered and therefore will result in the absence being categorised as unauthorised and will be referred to the School Attendance Support Service.

In line with legislation, school will refer unauthorised leave of absence of 5 days or more consecutively or 10 unauthorised absences in any 10 weeks period to the School Attendance Support Service at Sandwell Council. Such a referral may lead to a penalty notice (fine) being issued for irregular school attendance and unauthorised absences.

Moat Farm Infant School does not authorise family holidays in term time. Term times are for education. This is our priority. Children and families have 175 days off school to spend time together, including the weekends and school holidays. Head teachers will rightly prioritise school attendance. The Head teacher only has the power to authorise the absence in exceptional circumstances, irrespective of the child's overall attendance. Exceptional circumstances are determined by the Head teacher and the fundamental principles for defining these circumstances are that they are rare, unavoidable and short. It is important to note that head teachers can determine the length of the authorised absence as well as whether an absence is authorised. You will be informed of the decision in writing prior to the proposed absence request.

Local authority attendance support service

Sandwell School Attendance Support Service works closely with school to reduce persistent absence and improve overall attendance. Children causing concern due to their attendance, will be discussed with the allocated Attendance Support Officer from this service.

Parents/carers are expected to work with school and the local authority to address these attendance concerns. Parents/carers should proactively engage with the support offered, aiming to resolve any problems together. If difficulties cannot be resolved in this way, school may consider more formal support and/or refer the child to the Local Authority. If attendance still does not improve, legal action may be taken in the form of Penalty Notice or prosecution in the Magistrates Court.

National framework for Penalty Notices

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England.

This is of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive can be made up of a combination of any type of unauthorised absence (G, O and/or U coded absences on a child's register). The 10-school week period can span different terms, school years or education settings.

Sanctions from the Local Authority may include issuing each parent/carer for each child a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three-year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent/carer may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent/carer is found guilty in court, they will receive a criminal conviction.

Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. Moat Farm Infant School adheres to the following key attendance acts in the UK:

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be

missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

Further links to guidance for schools

[Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[School attendance and absence: Overview - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Resources for families | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](https://childrenscommissioner.gov.uk)

[School attendance | Sandwell Council](#)

[Is my child too ill for school? - NHS \(www.nhs.uk\)](https://www.nhs.uk)

Register Codes – September 2025

Annex A

Attending the school	
/\	Present at the school / = morning session \ = afternoon session
L	Late arrival before the register is closed
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered at another school
Absent – Leave of absence	
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
S	Leave of absence for the purpose of studying for a public examination
X	Non-compulsory school age pupil not required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
C	Leave of absence for exceptional circumstance
Absent – other authorised reasons	
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made
Absent – unable to attend school because of unavoidable causes	
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause
Absent – unauthorised absence	
G	Holiday not granted by the school
N	Reason for absence not yet established
O	Absent for reasons deemed to be unauthorised by school or no reason given
U	Arrived in school after registration closed
Administrative Codes	
Z	Prospective pupil not on admission register
#	Planned whole school closure

Annex B: DfE guidance Summary table of responsibilities for school attendance
[Summary table of responsibilities for school attendance \(applies from 19 August 2024\)](#)
[\(publishing.service.gov.uk\)](#)

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.</p> <p>Have a dedicated senior leader with overall responsibility for</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have to in the v a ke cour</p> <p>Have Supp with to re barri</p> <p>Prov nam the \$ Supp supp advi</p> <p>Offe schc effec</p>

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of persistent absence.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a regular con school to identify, provide access to are persistently or of becoming so.</p> <p>Where there are o provide each ident with access to ser instance.</p> <p>If the issue persist needs consider wh early help is met a it is. Regardless, t multi-agency effort other partners. Prc in cases where thr partners agree tha is best placed to le</p>

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authority
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through a referral to statutory children's social care.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support for pupils at risk of becoming persistently absent.</p> <p>Work jointly with schools to provide support, including attendance and educational interventions.</p> <p>Where there are concerns between schools and the local authority, statutory partners should be engaged.</p> <p>Where support is not working, or appropriate, work with the local authority on legal intervention.</p>

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authority
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support for severely absent pupils.</p> <p>All services at the top priority include a who consideration and care plan educational provision.</p> <p>Be especially potential safety, ensuring joint school, children and other statutory partners. Where necessary, the local authority could include</p>

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authority
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Work with schools to ensure that all services at the top priority include a who consideration and care plan educational provision.</p> <p>Be especially potential safety, ensuring joint school, children and other statutory partners. Where necessary, the local authority could include</p>

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Know who the pupils who have, or who have had, a social worker are.</p> <p>Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.</p> <p>Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.</p> <p>Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupils' social worker if</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Ensure that all Children's Practitioners understand good attendance for progress, for their own development – and in improving it.</p> <p>Through the work of they should:</p> <ul style="list-style-type: none"> • Undertake systematic data sharing with children with area: develop targeted cohort to improve a • Provide additional training to school promote and attendance for worker.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
<p>Schools regularly update parents on their child's attendance.</p> <p>(If parents feel the school and/or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)</p>	<p>The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures.</p> <p>The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance.</p> <p>Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.</p>	<p>DfE Regions Group considers multi-academy trusts' efforts on attendance as part of decision making.</p> <p>Ofsted considers governing bodies' efforts as part of inspections.</p>	<p>DfE Regions Group considers multi-academy trusts' efforts on attendance as part of decision making.</p> <p>Ofsted considers governing bodies' efforts as part of inspections.</p> <p>Ultimate local authority expectations are that</p>