



Where Children Come First

Greenleys First and Junior School



LEARNING for LIFE

Pupil Attendance Policy

Date of Approval:	20 May 2026
Date of Next Review:	September 2027
Signed: Executive Headteacher	M Talbot
Signed: Chair of Governors	M Hall

Document History

Date	Change Reference	Summary of Change
		Re-write in line with new government guidance and the Key's policy for pupil attendance.
11.09.2023	Page 6 Appendix 3	Policy updated to reflect our new opening times.
June 2024	Throughout	Changes made throughout to reflect the new guidance from DfE and that from the Local Authority to be implemented from September 2024.
July 2025	Flowcharts Persistent absence Added GFS systems in to Appendix 4	Changes to the timings of letters, to ensure the process is as efficient as it can be.

Context

Greenleys Infant and Junior Schools are successful schools and your child plays their part in making it so. We create an environment which enables and encourages all members of the community to reach out for excellence. For our children to gain the greatest benefit from their education it is vital that they are punctual and attend regularly. Your child should be at school every day the school is open, unless the reason for the absence is unavoidable. Therefore, it is very important that you make sure that your child attends regularly. This policy sets out how we will achieve this together.

Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

Legislation and guidance

This policy meets the requirements of the working together to improve school attendance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting 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 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

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



EXCELLENT ATTENDANCE MATTERS



5 minutes late
15 hours lost learning
3 days lost

10 minutes late
30 hours lost learning
6 days lost

15 minutes late
50 hours lost learning
10 days lost

100%
Your attendance is excellent

97%
Well done

6 days absence
30 hours lost learning
You are on the right path to success

95%
We are concerned

10 days absence
50 hours lost learning
A poor attendance gives you less chance of success

90%
Serious concerns

19 days absence
95 hours lost learning
Very poor attendance has a serious impact on your education and may reduce your life chances

Roles and responsibilities

The governing board

The governing board is responsible for:

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

The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the school administration team to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

The designated senior leader responsible for attendance

The designated senior leader is responsible for:

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the Business Manager (Authorised by the headteacher) when to issue fixed-penalty notices

The designated Senior Lead is **Vicki Thurstance (Head of School)** and can be contacted via **01908 312551/01908 314698**

Class teachers

Class teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office by 9:10am for morning registration and Greenleys First School -1pm, Greenleys Junior School 1:20pm for afternoon registration.

School office staff

School office staff will:

- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to a member of the pastoral team in order to provide them with more detailed support on attendance

Parents/carers

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

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

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9.15am on the day of the and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting Vicki Thurstance, who can be contacted via 01908 312551/01908 314698 or email headofschool@greenleysjunior.org

Pupils

Pupils are expected to:

- Attend school every day, on time

Recording attendance

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:

- Whether the absence is authorised or not
- The nature of the activity if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

Pupils **must** arrive in school between **8:40am and 8.45am** on each school day.

The register for the first session will be taken at **8.45am** and will be kept open until **9.10am**. The DfE have stated that a register can only be open for a maximum of 30 minutes.

At Greenleys First: The register for the second session will be taken at **12.30pm** and will be kept open until **1.00pm**.

At Greenleys Junior: The register for the second session will be taken at **1:10pm** and will be kept open until **1:20pm**.

Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by **9.15am** or as soon as practically possible by calling the school office staff.

Greenleys First School: Contact the school office on 01908 314698 or email office@greenleysfirst.org.uk

Greenleys Junior School: Contact the school office on 01908 312551 or email office@greenleysjunior.org

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.

Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment in order for it to be authorised.

Parents/Carers should come into the school office to provide the evidence of the appointment.

However, we encourage parents/carers 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/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 'Authorised and unauthorised absence' to find out which term-time absences the school can authorise.

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

Ongoing lateness and punctuality

If a pupil continually arrives late to school, the school will make contact with the parent/carer to offer a meeting of support. If this meeting isn't attended and punctuality doesn't improve, then the school will offer another meeting of support. If this meeting isn't attended and punctuality doesn't improve, then the school will begin proceedings for Local Authority intervention. See Appendix 3 for flow chart.

Persistent Absence and Escalation Process

At both schools, we are committed to acting promptly when a child's attendance falls below expectations. We aim to support families early and escalate intervention quickly where engagement or improvement is lacking.

Stage 1: Initial Concern (Attendance falls below 96%)

- A **first attendance letter** is sent to parents/carers informing them of the concern.
- A **meeting with the pastoral team** is offered **within 5 working days** of the letter.
- **If the meeting is not attended within 7 calendar days**, or if attendance deteriorates further, the process escalates to Stage 2.

Stage 2: Notice to Improve (NTI)

- If the initial meeting is missed or not engaged with, or if unauthorised absences continue, a **Notice to Improve** is issued **no later than 2 weeks** after Stage 1.
- The NTI sets a **clear monitoring period of 3 to 6 weeks**, depending on circumstances.
- During this period, attendance will be closely monitored. **Any new unauthorised absences** may lead to further escalation.
- Parents will be expected to engage with school support and take meaningful steps to improve attendance.

Stage 3: Warning Letter

- If attendance does not improve by the end of the NTI period, or if there are **10 or more unauthorised sessions** in a **rolling 6–10 week period**, the school will issue a **warning letter**.
- This will make clear that the school intends to refer the matter to the Local Authority for a **Fixed Penalty Notice (FPN)** unless there is immediate and sustained improvement.

Stage 4: Referral for Penalty Notice

- If improvement is still not evident after the warning letter, or if unauthorised absences continue to exceed the 10-session threshold, the school will refer the case to the Local Authority.
- The referral may result in:
 - A Fixed Penalty Notice (FPN) being issued.
 - A PACE (Police and Criminal Evidence Act) interview being scheduled as a precursor to legal prosecution, in severe or repeat cases.

⚠ *The school reserves the right to bypass stages of this process in serious or persistent cases where previous interventions have failed or where the parent/carer does not engage with support.*

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/carer 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 home visit.
- 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. If a reason for absence cannot be ascertained then the absence will be deemed unauthorised.
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving the Local Authority Senior Attendance 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 the school will make a referral to the Local Authority for a PACE or FPN.

Reporting to parents/carers

The school will regularly inform parents about their child's attendance and absence levels through a termly attendance letter. If a pupil's attendance drops below 96% then a letter will be sent to the parents/carers offering a phone call with a member of the pastoral team for support. If the attendance continues to not improve then a meeting will be offered with the school's pastoral team. See appendix 3 for the flow chart.

Authorised and unauthorised absence

Approval for term-time absence

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

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

- Taking part in a regulated performance.
- A temporary, time-limited part-time timetable
- Exceptional circumstances

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

The DfE have stated the following (Taken from Milton Keynes School attendance website): Schools are no longer allowed to authorise requests for children to be taken out of school in term time unless there are "exceptional circumstances". The DfE state that anything to do with "relaxation and leisure" is not exceptional circumstances. This will include visiting relatives, or a holiday due to mental or physical illness issues unless supported by medical evidence.

You should apply to your child's school for authorisation for term time leave. However, if not approved by the Headteacher, fines can now be issued if there are 10 unauthorised sessions in 10 school weeks (as above) the time taken doesn't need to be consecutive as was previously the case.

If you take leave which is not authorised by the school, then the school is encouraged by the Department for Education, to refer the matter to the Local Authority who will issue a Fixed Penalty Notice. This is to ensure consistency across England and Wales.

Fixed Penalty Notices (FPN) are issued to each parent and per child. A FPN is £80 if paid within 21 days, and £160 if paid between 22 and 28 days. If the fine is not paid, you will be prosecuted in the magistrates' court and could receive a fine of up to £1000 (per parent) and a criminal record.

If a second period of leave is taken within 3 years (same parent/child) then the fine will start at £160 payable in 28 days. If there is a third offence in 3 years (same parent/child) then the matter will be prosecuted in the magistrate's court.

We define 'exceptional circumstances' as **one off events which are unavoidable**, examples may include the death of a close relative, attendance at a funeral (only the day of the funeral and not travelling days), respite care of a looked after child, a housing crisis which prevents attendance. Leave of absence will not be granted for a pupil to take part in protest activity during school hours. The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, **at least 1 week before** the absence by contacting the school office. The headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include (but are not limited to):

- Illness and medical/dental appointments, please visit <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/> to identify whether your child will be granted their illness as authorised.
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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

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

Legal sanctions

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

Penalty notices

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

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

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

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

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

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

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

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

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

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

Notices to improve

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

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

They will include:

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

Strategies for promoting attendance

Excellent attendance is promoted and celebrated at Greenleys First School.

- Weekly newsletter and assembly
- HEROES – whole class reward
- Class trophy – best attendance across the school each week
- Amazon voucher termly draw – pupils will be entered into a draw if they get 100% attendance for a term.
- Autumn, Spring and Summer Term certificates for pupils who have 97% or above and certificates and badges for those with 100%.

Excellent attendance is promoted and celebrated at Greenleys Junior School.

- Weekly newsletter and assembly
- HEROES – whole class reward
- Class trophy – best attendance across the school each week
- Amazon voucher termly draw – pupils will be entered into a draw if they get 100% attendance for a term.
- Autumn, Spring and Summer Term certificates for pupils who have 97% or above and certificates and badges for those with 100%.
- Yearly coloured badge for 100% attendance across the year, representing the year group they were in when 100% was achieved. If all 4 years were 100% an 'ultimate attendee' award will be given.

Supporting pupils who are absent or returning to school

Pupils absent due to complex barriers to attendance

Where a pupil may have complex barriers to attend school, we will endeavour to work with other agencies and support groups to ensure that the child has the quickest route back into full time education that is possible. The school will work with the family to identify the best route back into education and how we can support the family and child to overcome the complex barriers. This will be very much on a case by case basis.

Pupils absent due to mental or physical ill health or SEND

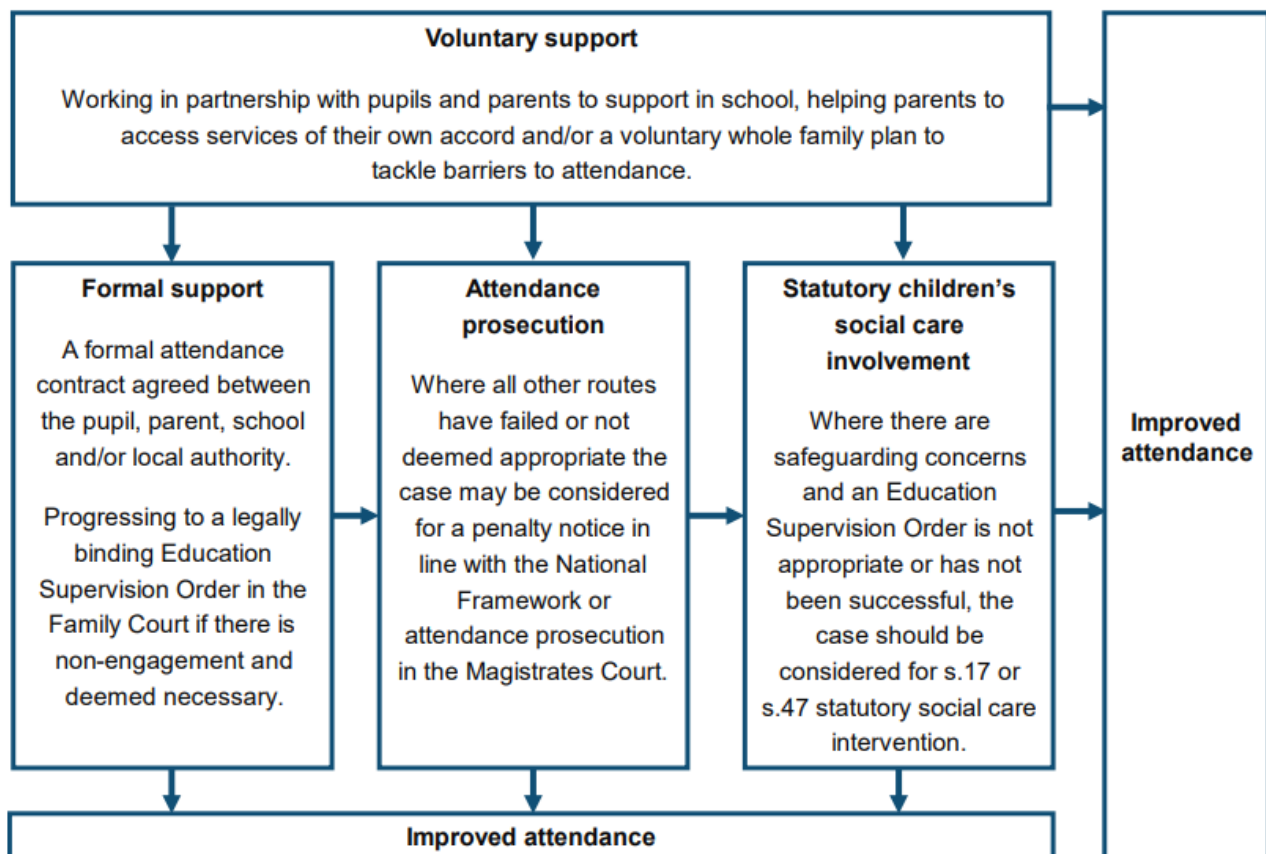
Where a pupil may not be able to attend school due to mental or physical ill health or SEND, we will endeavour to work with the family to best support the child to be in education as quickly as is possible. We will offer remote learning to maintain an educational offer, however we recognise this is not as effective as being in school full time. School will make reasonable adjustments for pupils and this will be done on a case by case basis.

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.

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

- Both schools have a strong pastoral team who will support both the child and family after a lengthy or unavoidable school absence. This will also be done on a case by case basis and the offer of support will be varied and match the individual case needs.

Providing support first before attendance legal intervention



Attendance monitoring

Monitoring attendance

Both schools will:

- Monitor attendance and absence data daily, weekly, monthly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern
- Follow the flow chart in appendix 2 when offering support to families, whose children are 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 will compare attendance data to the national average, and share this with the governing board.

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

Both schools have granted the DfE access to its management information system so the data can be accessed regularly and securely.

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

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

Analysing attendance

Both schools will:

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

Using data to improve attendance

Both schools will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see reducing persistent and severe absence section below)
- Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

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.

Both schools will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary

Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by the Head of School. At every review, the policy will be approved by the full governing board.

Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1:

Attendance codes:

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		

C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a ‘mobile child’ who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school

Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session

Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)

O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Appendix 2: Attendance Escalation Flowchart

☑ Attendance is 96% or above

- No action required. Attendance monitored through routine data reviews.
-

⚠ Attendance drops below 96%

◇ Step 1: Initial Letter and Meeting Offer (Week 1)

- **Letter 1** sent to inform parents/carers that attendance is a concern.
- A meeting with a member of the pastoral team is **offered within 5 working days**.
- Attendance continues to be monitored during regular attendance meetings.

● *If the meeting is not attended within 7 calendar days, or attendance worsens: proceed to Step 2.*

◇ Step 2: Notice to Improve (NTI) (Week 2)

- If the meeting is missed or unauthorised absences continue, a **Notice to Improve** is issued.
- A monitoring period of **3 to 6 weeks** is set.
- A support plan may be implemented.
- All unauthorised absences are logged during this period.

● *If there is no improvement by the end of this period — OR if the child accumulates **10 or more unauthorised sessions within a rolling 6–10 week period** — proceed to Step 3.*

△ Step 3: Warning Letter

- A formal **warning letter** is issued indicating that the school intends to refer the case to the Local Authority for a **Fixed Penalty Notice (FPN)**.
- Final opportunity for improvement.

● *If further unauthorised absences occur OR improvement is not sustained: proceed to Step 4.*

▽ Step 4: Referral to Local Authority

- The school refers the case to the Local Authority requesting:
 - A **Fixed Penalty Notice (FPN)**, and/or
 - A **PACE interview** as a precursor to legal action.
-

💬 Notes:

- At any point, where **engagement with support is refused or avoided**, the school may accelerate the process.
- Severe or historic poor attendance cases may bypass earlier steps in line with DfE guidance.

Appendix 3: Punctuality Escalation Flowchart

Punctuality is consistent Pupil arrives between 8:40am and 8:45am. *No further action required. Monitored through routine data reviews.*

⚠️ Pupil is late to school ◇ Step 1: Polite Reminder and Support Offer (Within 1 week of 3 late marks)

- If a pupil has received 3 or more **L** (late before register closes) or **U** (late after register closed) codes in a 1-month period, or cumulatively across months:
- A letter is sent to parents/carers detailing the number and severity of late arrivals (including total minutes late).
- A phone call or meeting with a member of the pastoral team is offered to explore support needs.
- Punctuality continues to be monitored during regular attendance reviews.

● **If there is no improvement within 4 weeks:** proceed to Step 2.

◆ Step 2: Support Plan and Review Period (Week 4–8)

- A punctuality support plan is implemented to address barriers and identify practical adjustments.
- A **review period of 4 weeks** is established to allow for improvement and engagement with support.
- If the parent/carer does not attend the support meeting or punctuality does not improve, the school may seek external guidance from the Local Authority or Children's Social Care.

● **If there is no sustained improvement during the review period:** proceed to Step 3.

▲ Step 3: Referral for Fixed Penalty Notice (FPN)

- If persistent lateness continues despite support, the school refers the case to the Local Authority for an **FPN**.
- This includes continued accumulation of **U codes**, which are recorded as session absences.
- Case history of support and monitoring is submitted alongside the referral.

💬 Notes:

Both schools will:

- At any point in the process, failure to engage with support may result in an accelerated escalation.
- The aim remains to work collaboratively with families, identifying and reducing punctuality barriers at the earliest stage.

Greenleys Junior School:

- The school's **free Breakfast Club (open 8:00am–8:10am)** is available to all pupils as a strategy to support punctuality.

Appendix 4 : Attendance Monitoring Systems by School

Greenleys First School (GFS):

GFS uses A Star Attendance and SIMS to monitor attendance. These systems support:

- Daily, weekly, and termly tracking
- Half-termly and termly analysis
- Custom reporting for governors and SLT
- Integration with safeguarding and SEND tracking

Greenleys Junior School (GJS):

GJS uses Class Charts and SIMS to monitor attendance. These systems allow for:

- Daily, weekly, and termly tracking
- Automated alerts for persistent absence
- Integration with pastoral support and escalation flowcharts

Both systems are used to:

- Benchmark against local and national data
- Inform interventions
- Support DfE data submissions