



This school is an academy within The Legacy Learning Trust.



Attendance Policy

Status & review	Term	Year
Last review date/Policy adopted	Autumn	2026
Next review	Autumn	2027
Lead	Mr A Cooper	

1. Attendance Vision

At Abingdon Primary School we believe that excellent attendance and punctuality are central to ensuring that pupils have the best possible life chances and opportunities. Good attendance supports attainment, wellbeing, relationships, safeguarding and wider personal development.

We want every pupil to attend every day that the school is open, for the full duration of every session, unless absence is genuinely unavoidable or has been authorised in advance in accordance with the law.

We recognise that absence is often a symptom of an underlying barrier. Our approach is therefore to work with pupils, parents/carers and relevant partners to understand barriers, provide appropriate support and improve attendance.

Attendance is a whole-school responsibility. It is part of our school improvement, safeguarding, behaviour, SEND, wellbeing and pastoral work rather than a stand-alone administrative function.

The school will maintain high expectations for attendance for every pupil while recognising that individual pupils and families may require different forms of support, reasonable adjustments or intervention.

Regular attendance means attending all sessions, for the full duration of those sessions, except where there is a statutory reason for absence.

Senior Attendance Champion

Mr A Cooper – Head Teacher

The Senior Attendance Champion has overall responsibility for championing and improving attendance, ensuring effective systems are in place, monitoring attendance data, coordinating the school's attendance strategy and liaising with pupils, parents/carers, staff, the Trust, the Local Authority and other agencies where required.

Assistant Attendance Lead:

Miss Lambert – Assistant Head Teacher

Team Around the Child (TAC) – attendance support

Miss Colclough – First Day Response Administrator

Miss Barry – Attendance Administrator

Mrs Bashir – Parent Support Advisor

Mr Summerton – Wellbeing Lead

Attendance Link Governor

Mrs J. Wallace

Contacting the school

To report an absence, request leave of absence, discuss an attendance concern or request support, parents/carers should contact the school via telephone.

Telephone: 01642 210567

The school will provide clear routes for parents/carers to contact the attendance team for day-to-day attendance matters and for more detailed attendance support.

2. Policy Principles

Our attendance approach is based on the following principles.

High expectations

We aspire to high attendance and punctuality for every pupil and communicate clearly that regular attendance is important for attainment, wellbeing, safeguarding and wider development.

Support first

We seek to understand and remove barriers before absence becomes entrenched. Where a pupil or family requires support, the school will work collaboratively with the pupil, parents/carers and relevant partners.

Early action

We use attendance information to identify emerging patterns and act promptly. We will not wait until attendance becomes persistent or severe before considering support.

Partnership

Pupils, parents/carers, school staff, the Trust, the Local Authority and other agencies share responsibility for improving attendance.

Individualised response

Support and intervention will be adapted to the needs and circumstances of the pupil and family.

Safeguarding

Unexplained, prolonged or concerning absence is treated as a potential safeguarding matter. Children missing education can be a warning sign of wider safeguarding concerns.

Fairness, equality and consistency

The policy will be applied fairly and consistently while taking account of individual circumstances, the Equality Act 2010, reasonable adjustments and other relevant legal duties.

Proportionate enforcement

Legal intervention will be considered where appropriate when support is not appropriate, has not worked or has not been engaged with, or where the circumstances otherwise justify statutory intervention.

Supportive approaches and legal intervention are not mutually exclusive and the school will continue to consider the individual circumstances of each case.

3. Attendance Monitoring, Analysis and Data

Attendance is monitored at pupil, class, year-group, cohort and whole-school level.

The school will analyse attendance and absence data regularly to identify pupils and cohorts requiring support and to evaluate the effectiveness of attendance strategies.

Weekly analysis

The school will monitor and analyse attendance patterns and trends weekly, including:

- individual pupil attendance;
- year-group and cohort attendance;
- persistent and severe absence;
- emerging attendance concerns;
- punctuality and patterns of lateness;
- absence codes;
- patterns by day of the week;
- changes in attendance;
- pupils whose attendance may be deteriorating even where they are not yet persistently absent.

Analysis will go beyond headline attendance percentages and will consider the actual amount of education missed and the circumstances behind the absence.

Individual-level analysis

The school will undertake frequent individual-level analysis to identify pupils who may require support.

This will not be restricted to pupils who are persistently or severely absent. Early support will be considered wherever attendance patterns indicate that intervention may prevent absence becoming entrenched.

Cohort analysis

The school will analyse attendance for relevant groups within the school's population. This may include:

- boys and girls;
- year groups;
- pupils with SEND or disabilities;
- pupils with long-term or recurring medical needs;
- pupils with a social worker;
- looked-after children;
- young carers;
- pupils eligible for free school meals;
- disadvantaged pupils;
- pupils known to youth offending services;
- and any other pupil group where attendance is identified as lower than that of their peers.

Where relevant, the school will consider whether attendance patterns indicate an equality issue and whether changes to practice, policy or support are required.

Longer-term analysis

The school will undertake thorough analysis of half-termly, termly and full-year attendance data.

This will include analysis of:

- attendance and absence trends;
- cohorts;
- absence codes;
- days on which poor attendance is concentrated;
- punctuality;
- persistent and severe absence;

- the impact of attendance interventions.

Where appropriate, attendance will be benchmarked against local, regional and national data and/or similar schools.

Reporting

Attendance information will be shared appropriately with:

- class teachers;
- school leaders;
- the Senior Attendance Champion;
- the SENDCO;
- Designated Safeguarding Lead;
- Pupil Premium Lead;
- the Trust;
- governors;
- Local Authority partners;
- and other agencies where appropriate.

Attendance data and reports will support governors and the Trust in reviewing and challenging attendance trends and evaluating the effectiveness of the school's attendance strategy.

Evaluation

The school will monitor the impact of attendance strategies and interventions. Where an intervention is not working, the school will review the reasons, discuss these with the pupil, parents/carers and relevant partners and adjust or change the approach.

4. Attendance Registers and Punctuality

The attendance register is a legal record.

The school will maintain admission and attendance registers electronically and will use the current national attendance and absence codes.

Registers will be accurate, contemporaneous and retained for the legally required period.

The register will be taken at the same time for all pupils in each session.

Morning registration

Years 1–6

- Doors open: 8:35am
- Gates close: 8:45am
- Register closes: 9:15am

Reception

- Gates open: 8:55am
- Gates close: 9:05am
- Register closes: 9:15am

The register will not remain open for more than 30 minutes and the school will operate the same register-opening period for every session.

Pupils arriving after the gate closing time must enter through main reception.

A pupil arriving after the start of the school day but before the register closes will normally be recorded as late using the appropriate national code.

Arrival after the register has closed will be recorded using the appropriate national attendance code according to the circumstances.

Afternoon registration

Afternoon registration takes place immediately after lunch, between 1:00pm and 1:15pm.

Punctuality

Punctuality will be addressed supportively.

Patterns of lateness will be monitored and may form part of an attendance intervention where they have a significant impact on the pupil's education.

The school will work with families to understand and remove barriers to punctuality.

5. First-Day Response and Unexplained Absence

Parents/carers should contact school before 8:45am on each day of absence and provide a clear reason for the absence.

Where a pupil is absent without an explanation, the school will make prompt contact with the parent/carer.

The school will identify unexplained absence for each session and seek to establish:

- the reason for absence;
- whether the pupil is safe;
- when the pupil is expected to return;
- whether additional support is required.

Where appropriate, the school may also contact foster carers, social workers or youth offending team workers.

Where an absence is initially recorded as unexplained, the correct attendance code will be entered as soon as the reason is established and no later than 5 working days after the session.

Unexplained absence will be followed up until the school has sufficient information to establish the appropriate attendance code and determine whether further action is required.

Where reasonably possible, the school will hold more than one emergency contact number for each pupil.

Parents/carers will be informed regularly about their child's attendance and absence.

Where absence continues without explanation, further contact will be made to safeguard the pupil and establish their whereabouts.

Where a pupil's whereabouts cannot be established, or absence gives rise to safeguarding concerns, the school will follow its safeguarding and children missing education procedures.

6. Understanding and Removing Barriers to Attendance

The school recognises that absence can arise from barriers inside and outside school.

These may include:

- anxiety or emotional wellbeing;
- SEND or disability;
- medical needs;
- bullying;
- friendship difficulties;
- school-based barriers;

- family circumstances;
- transport;
- housing;
- caring responsibilities;
- financial or practical difficulties;
- routines;
- or other emotional, social or practical barriers.

The response will begin by listening to the pupil and family and understanding the reasons for absence.

The school will consider whether barriers can be removed or reduced through changes within school and will work with external partners where barriers extend beyond the school's direct control.

Support may include:

- pastoral support;
- wellbeing support;
- mentoring;
- adjustments to routines;
- reasonable adjustments;
- SEND support;
- support with transport or uniform where appropriate;
- Early Help;
- family support;
- health services;
- Local Authority services;
- social care;
- voluntary and community organisations.

Where another professional or service is already working with the family, attendance will be integrated into the existing plan wherever appropriate rather than creating unnecessary parallel processes.

7. SEND, Disability and Medical Needs

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

The attendance ambition for pupils with SEND or disabilities remains high, but support and reasonable adjustments will be adapted to the individual pupil.

The school will:

- work with parents/carers and pupils to understand individual needs;
- consider reasonable adjustments;
- identify and remove in-school barriers;
- consider adjustments to routines, uniform, transport, access to support and lunchtime arrangements where appropriate;
- work with external agencies where necessary;
- consider appropriate pastoral and wellbeing support;
- regularly review support;
- consider a time-limited phased return where appropriate.

Where a pupil has an Education, Health and Care Plan, the school will communicate with the Local Authority where attendance falls or barriers to attendance relate to the pupil's needs.

Where necessary, the school will work with the Local Authority to review whether the EHCP requires amendment.

Formal reasonable adjustments under section 20 of the Equality Act 2010 will be considered where a pupil has a disability.

Any reasonable adjustments will be agreed with, and regularly reviewed alongside, the pupil and parents/carers where appropriate.

8. Part-Time Timetables

All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have.

A temporary part-time timetable will only be used in very exceptional circumstances, where it is in the pupil's best interests and forms part of a wider support, health care or reintegration plan.

A part-time timetable:

- must not be used to manage behaviour;
- must have the agreement of the school and the parent with whom the pupil normally lives;
- will have a clear purpose and ambition;
- will be time-limited;
- will have regular review dates involving the pupil and parents/carers;
- will have a proposed end date;
- will be extended only following review where necessary;
- will record absence using the appropriate national codes.

Where the pupil has a social worker, the school will keep them informed and involved.

Where the pupil has an EHCP, the school will discuss the timetable with the Local Authority where appropriate.

9. Graduated Attendance Response

The school's attendance response is graduated but not rigid. Stages may be accelerated, combined or revisited according to the pupil's circumstances, safeguarding needs and the effectiveness of support.

Universal – Promote and Prevent

The school will:

- promote a welcoming, calm, safe and supportive school environment;
- communicate high attendance expectations;
- promote strong start-of-day routines;
- use meet-and-greet arrangements where appropriate;
- recognise good and improved attendance;
- promote good punctuality;
- share attendance information with pupils and families;

- identify emerging concerns early;
- provide consistent attendance messages across the school.

Targeted – Support and Improve

Where attendance begins to cause concern, the school may:

- contact parents/carers;
- meet with the pupil and family;
- identify barriers;
- agree actions;
- establish an Attendance Support Plan;
- provide pastoral, wellbeing or family support;
- make reasonable adjustments;
- offer Early Help;
- undertake a home visit where necessary and proportionate;
- refer to health, social care, Local Authority or other partners.

Attendance Support Plans will, where appropriate, identify:

- the attendance concern;
- barriers;
- actions;
- responsibilities;
- support offered;
- desired outcome;
- review date.

Formal Support

Where voluntary support is not effective or is not being engaged with, the school will consider working with the Local Authority to formalise support.

This may include:

- a formal attendance meeting;
- an attendance contract;

- an Education Supervision Order;
- a Notice to Improve;
- other appropriate statutory or legal intervention.

Intensive and Legal Intervention

Where attendance remains a significant concern, support will be intensified.

The school may:

- involve the Local Authority School Attendance Support Team;
- convene a formal attendance meeting or case conference;
- use an attendance contract;
- work with the Local Authority regarding an Education Supervision Order;
- issue or request a Notice to Improve where appropriate;
- request a penalty notice where the legal criteria are met and a penalty notice is appropriate;
- support prosecution by the Local Authority where appropriate;
- request other statutory intervention where circumstances justify it.

Safeguarding concerns will be escalated through safeguarding procedures irrespective of the pupil's attendance percentage.

10. Persistent and Severe Absence

Persistent absence

For attendance monitoring purposes, persistent absence (PA) means absence of 10% or more of possible sessions.

The school will not wait until a pupil reaches persistent absence before providing support.

Where a pupil is at risk of becoming persistently absent, the school will seek to understand barriers and provide appropriate support.

Severe absence

Severe absence (SA) means attendance below 50% of possible sessions.

Severely absent pupils require particularly intensive and sustained support.

The school will work with the pupil, family, Local Authority and relevant partners to develop and review an individual support plan.

Where safeguarding concerns exist, the school will consider whether children's social care involvement or other statutory intervention is required.

The school will consider the reasons for absence, the impact on the pupil, barriers to attendance, previous support and the effectiveness of interventions when deciding the appropriate response.

11. Absence Due to Illness and Medical Needs

Genuine illness is an allowable reason for absence where the pupil is unable to attend school.

Parents/carers should contact school on each day of absence in accordance with the school's absence reporting arrangements.

The school will not routinely request medical evidence for every illness.

Medical evidence may be requested in a minority of cases where it is necessary to understand a pupil's complex, long-term or frequently recurring health needs or to identify suitable support.

Where illness is frequent, prolonged or has a significant impact on education, the school will work with the pupil, family and relevant professionals to understand the circumstances and identify appropriate support.

For pupils with long-term medical conditions or disabilities, the school will consider reasonable adjustments and appropriate support.

Where a pupil is recorded using Code I – illness and there are reasonable grounds to believe that the pupil will miss 15 consecutive school days, or will reach 15 school days cumulatively during the current school year because of sickness, the school will make the required sickness return to the Local Authority.

Where a pupil is expected to miss a prolonged period because of illness, the school will work with the Local Authority and relevant services to support continuity of education.

12. Appointments During the School Day

Parents/carers should arrange medical and dental appointments outside school hours wherever reasonably possible.

Where an appointment during the school day is unavoidable, parents/carers should notify the school in advance and provide:

- the reason for the appointment;
- expected leaving time;
- expected return time.
- Proof of appointment.

Pupils should attend school before and/or after appointments wherever reasonably practicable in order to minimise missed education.

Pupils must be signed out and back in through the school office.

The school will record the absence using the appropriate national attendance code.

13. Leave of Absence and Term-Time Holidays

Parents/carers do not have an automatic right to take their child out of school during term time.

Leave of absence may only be granted where the legal requirements are met and the circumstances are considered exceptional.

Requests should be made in advance and in writing.

The Head Teacher will consider each request individually, taking account of:

- the nature of the circumstances;
- the timing of the request;
- the pupil's attendance record;
- previous requests;
- previous leave;
- the likely educational impact;
- any relevant individual circumstances;
- relevant legal duties.

The school will not operate a blanket policy that automatically grants or refuses exceptional leave.

Term-time holidays will normally be unauthorised.

Where leave of absence is not authorised and the child is taken out of school, the absence may contribute to the national threshold for considering a penalty notice.

14. Attendance Legal Intervention

The school recognises that legal intervention is one part of a wider graduated attendance approach.

The school will normally seek to understand barriers and provide appropriate support before legal intervention, unless support is not appropriate or the circumstances justify earlier statutory action.

Where voluntary support has not been effective or has not been engaged with, the school will work with the Local Authority to consider appropriate formal or legal intervention.

14.1 Attendance Contracts

An attendance contract is a formal written agreement between the school and/or Local Authority and the parent/carer designed to improve attendance.

An attendance contract:

- is intended to secure engagement with support;
- is not a criminal sanction;
- is not legally enforceable as a contract;
- should identify barriers and actions;
- should set out support available;
- should identify responsibilities;
- should include review arrangements;
- should be reviewed where it is not working.

Failure or refusal to sign an attendance contract does not itself constitute a criminal offence. However, non-compliance may be recorded and may be relevant to subsequent decisions about other legal intervention.

14.2 Education Supervision Orders

An Education Supervision Order (ESO) may be considered by the Local Authority where voluntary support or an attendance contract has not been successful and an ESO would be beneficial to the pupil and family.

The school will work collaboratively with the Local Authority in cases where an ESO is being considered.

Where safeguarding concerns exist, the school will work with the Designated Safeguarding Lead, Local Authority and children's social care as appropriate.

14.3 Notice to Improve

A Notice to Improve may be used as a final opportunity for a parent/carer to engage with support and improve attendance before a penalty notice is issued.

A Notice to Improve may be appropriate where:

- the national penalty notice threshold has been met;
- support is appropriate;
- support has not been engaged with or has not worked;
- and a further opportunity to improve attendance is considered appropriate.

A Notice to Improve is not required where support is not appropriate or where it is unlikely to change parental behaviour.

Where a Notice to Improve is used, it will be issued in accordance with the Middlesbrough Local Authority Code of Conduct.

It should include:

- the pupil's attendance record;
- details of relevant offences;
- the parent's legal duty;
- the benefits of regular attendance;
- support provided so far;
- further support available;
- a warning that a penalty notice may be issued or prosecution considered;
- an improvement period of between 3 and 6 weeks;
- details of what sufficient improvement means in the individual case;
- circumstances in which a penalty notice may be issued before the end of the improvement period.

The school will work with the Local Authority to ensure that Notice to Improve procedures are applied consistently and lawfully.

14.4 Penalty Notices

Penalty notices are intended to prevent the need for prosecution and to change parental behaviour.

They will only be considered where they are likely to improve attendance and where:

- support has been provided and has not worked;
- support has not been engaged with;
- support would not have been appropriate in the circumstances;
- or other circumstances justify their use in accordance with the law and Local Authority Code of Conduct.

National threshold

The national threshold for considering a penalty notice is:

10 sessions of unauthorised absence in a rolling period of 10 school weeks.

The sessions do not need to be consecutive.

The threshold may be met through any combination of unauthorised absence, including term-time holidays and arriving late after the register has closed.

The 10-school-week period may span terms and/or school years.

Individual consideration

Where the threshold is met, the school will consider whether a penalty notice is appropriate in the individual case.

The school will consider:

- whether support is appropriate;
- whether existing support should continue;
- whether a Notice to Improve is appropriate;
- whether support has worked or been engaged with;
- whether a penalty notice is likely to change parental behaviour;
- whether another legal intervention would be more appropriate;
- relevant Equality Act 2010 considerations;
- the circumstances of the pupil and family.

The school will not operate a blanket policy of automatically requesting a penalty notice whenever the threshold is reached.

Penalty notice amounts

Under the National Framework:

First penalty notice for a particular pupil/parent:

- £160 if paid within 28 days;
- reduced to £80 if paid within 21 days.

Second penalty notice for the same parent and pupil within a rolling three-year period:

- £160;
- payable within 28 days;
- no discounted rate.

Only two penalty notices may be issued to the same parent in respect of the same pupil within a rolling three-year period.

Where the national threshold is met for a third or subsequent time within that three-year period, a further penalty notice cannot be issued. Alternative action should be considered, which may include prosecution or another attendance legal intervention.

Previous penalty notices, including unpaid notices, will be considered in accordance with the National Framework and Local Authority procedures.

Penalty notices will be issued by the Local Authority or another person legally authorised to issue them, in accordance with the Education (Penalty Notices) (England) Regulations 2007 as amended and the relevant Local Authority Code of Conduct.

The school will retain appropriate evidence of:

- attendance;
- contact with parents/carers;
- support offered;
- support provided;
- decisions;
- relevant circumstances;
- and the reasons for any request for legal intervention.

14.5 Prosecution

Attendance prosecution is a last resort where other voluntary and formal support or legal intervention has failed or is not considered appropriate.

Only the Local Authority can prosecute parents for the relevant attendance offences.

The school will provide appropriate evidence and information to the Local Authority where prosecution is considered.

Where a parent is convicted, the Local Authority may seek a parenting order or community order where appropriate.

14.6 Parenting Orders

A parenting order may be imposed by a court following conviction for non-attendance.

A parenting order may require a parent to undertake specified activities, including counselling, guidance or parenting support, for the period specified by the court.

The school will cooperate with the Local Authority and other agencies where a parenting order is made and attendance support is required.

15. Safeguarding, Children Missing Education and Deletion from Roll

Regular attendance is a safeguarding matter.

Children who are absent or missing education may be at increased risk of harm.

Staff will follow the school's safeguarding procedures where absence gives rise to concern.

Attendance information will be shared appropriately with safeguarding partners where necessary.

The school will work in accordance with:

- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- children missing education procedures;
- relevant Local Authority safeguarding procedures.

Where a pupil has a social worker and/or youth offending team worker, the school will share unexplained absence information with the relevant professional where appropriate.

The school will not remove a pupil from the admission register simply because they have been absent for a fixed number of days.

A pupil's name will only be deleted from the admission register where a lawful ground for deletion under the School Attendance (Pupil Registration) (England) Regulations 2024 applies.

The school will complete all required checks and notifications before deleting a pupil's name.

Where a pupil's whereabouts are unknown, the school will undertake reasonable enquiries and follow the Local Authority children missing education procedures.

Where a pupil moves school or the school becomes aware of a change of address or educational provision, the school will obtain and record the required information and make the required notifications.

16. Children Returning After Absence

The school will welcome pupils back positively and avoid unnecessary stigma.

Where absence has been significant, staff will consider what support is required to reintegrate the pupil successfully.

A return-to-school conversation may be used to:

- understand what happened;
- identify barriers;
- check the pupil's wellbeing;
- identify further support;
- plan the pupil's return.

Where appropriate, a phased or adjusted return may be considered as part of an agreed support plan.

The school will consider how best to support pupils to rebuild confidence, reconnect with learning and address gaps caused by absence.

17. Recognition and Inclusive Incentives

The school will recognise:

- good attendance;
- improved attendance;
- good punctuality;

- sustained improvement.

Recognition will be used sensitively and without discrimination.

Rewards will not disadvantage pupils whose attendance is affected by disability, medical needs or other protected or individual circumstances.

Current approaches include:

- weekly recognition for the class in each year group with the highest attendance;
- half-term recognition for pupils with improved attendance;
- punctuality recognition;
- praise postcards;
- positive communication with families;
- attendance celebration through assemblies and school communications.

The school will review the effectiveness and inclusivity of attendance incentives.

18. Communication with Parents/Carers

Attendance expectations will be communicated:

- when pupils join the school;
- at the beginning of each academic year;
- when the policy is updated;
- throughout the school year where appropriate.

The Attendance Policy will be published on the school's website and will be accessible to leaders, staff, pupils and parents/carers.

The school may use:

- school reports;
- personalised letters;
- newsletters;
- the school website;
- Class Dojo;
- parent consultations;
- direct telephone contact;

- meetings;
- other appropriate communication channels.

Families will receive clear information about:

- the importance of regular attendance;
- their legal responsibilities;
- their child's attendance;
- the amount of education missed;
- available support;
- possible consequences of continued unauthorised absence;
- the circumstances in which legal intervention may be considered.

The school will use respectful, clear and non-stigmatising communication.

Where possible, communication will focus on what attendance means for the pupil's education, wellbeing and wider development rather than relying solely on attendance percentages.

19. Working with Partners

The school will work collaboratively with:

- the Middlesbrough Local Authority School Attendance Support Team;
- Early Help;
- health services;
- children's social care;
- safeguarding partners;
- police where appropriate;
- voluntary and community organisations;
- other schools;
- the Trust;
- other relevant professionals.

Multi-agency working will be used where barriers extend beyond the school's direct control.

Where another service is already supporting a family, attendance will be integrated into the wider plan wherever possible.

The school will participate in relevant Local Authority Targeting Support Meetings and other partnership arrangements.

Where absence is at risk of becoming persistent or severe, the school will share information and work collaboratively with the Local Authority and other relevant partners.

20. Statutory Attendance and Information Returns

The school will comply with statutory attendance information-sharing and reporting requirements.

Local Authority attendance returns

The school will provide the Local Authority with the required information for pupils of compulsory school age who:

- fail to attend school regularly; or
- have been absent continuously for 10 school days where the absence has been recorded using one or more of the relevant unauthorised absence codes.

The frequency of attendance returns will follow the Local Authority's agreed arrangements and will be no less frequent than once per calendar month.

Sickness returns

The school will make a sickness return to the Local Authority where the requirements set out in Section 11 of this policy are met.

New pupil and deletion returns

The school will make required Local Authority notifications when pupils are added to or deleted from the admission register outside standard transition arrangements.

Department for Education information

As a state-funded academy, the school will comply with relevant Department for Education requirements for sharing pupil attendance information and daily attendance data.

The school will use its electronic management information system and other approved systems to support accurate statutory reporting.

21. Admission Register and Attendance Register

The admission register and attendance register are legal records.

Both registers will be kept electronically.

The admission register will contain the information required by the School Attendance (Pupil Registration) (England) Regulations 2024.

The school will maintain accurate information regarding:

- pupil details;
- parent/carer details;
- start date;
- previous school;
- address;
- educational arrangements;
- relevant changes;
- deletion from roll.

A pupil's name will only be removed where a lawful ground for deletion applies.

Attendance registers will use the current national attendance and absence codes.

Staff responsible for attendance recording will receive appropriate training.

Staff will not create local substitutes for national attendance codes.

Where there is uncertainty about the correct code, the current DfE attendance code guidance will be consulted.

Registers will be accurate, contemporaneous and retained for the legally required period.

22. Attendance Code Compliance

The school will use the national attendance and absence codes specified by the Department for Education.

Particular care will be taken when recording:

- illness;
- late arrival;

- arrival after the register closes;
- authorised leave;
- unauthorised absence;
- education provided away from school;
- part-time timetables;
- dual registration;
- alternative provision;
- safeguarding-related circumstances;
- other administrative codes.

The school will not use an attendance code simply because it is convenient. The circumstances of the absence will determine the appropriate national code.

Where a reason is initially unknown, the absence will be recorded as unexplained and updated as soon as the reason is established, and no later than five working days after the session.

23. Academy Trust and Governing Body Responsibilities

The Trust and governing body recognise that attendance is a leadership and school improvement responsibility.

The governing body/Trust will:

- promote the importance of attendance;
- support a whole-school attendance culture;
- ensure leaders fulfil their statutory responsibilities;
- review attendance data regularly;
- challenge attendance trends;
- support leaders in targeting improvement efforts;
- ensure attendance is appropriately resourced;
- ensure staff receive appropriate attendance training;
- consider the effectiveness of attendance interventions;

- ensure attendance remains integrated with safeguarding, SEND, behaviour, wellbeing and school improvement.

The Attendance Link Governor will maintain appropriate oversight and challenge.

24. Staff Responsibilities

All staff have a role in promoting good attendance.

Staff will:

- communicate positive attendance expectations;
- recognise attendance concerns;
- follow the school's attendance procedures;
- record attendance accurately;
- report safeguarding concerns;
- support pupils returning after absence;
- contribute to identifying and removing barriers;
- communicate appropriately with parents/carers;
- make reasonable adjustments where required;
- seek support from the attendance team where concerns arise.

Teaching and non-teaching staff will receive appropriate training and professional development.

25. Parent/Carer Attendance Expectations

Parents/carers are expected to:

- ensure their child attends school every day it is open unless absence is unavoidable or authorised;
- ensure their child attends for the full duration of every session;
- ensure their child arrives punctually;
- contact school before 8:45am on every day of absence;
- provide a clear reason for absence;
- provide updated contact and emergency contact information;

- avoid term-time holidays;
- arrange appointments outside school hours wherever reasonably possible;
- notify the school promptly about barriers affecting attendance;
- engage constructively with support offered by the school or other services;
- provide information required to help the school safeguard the child;
- work collaboratively with the school to improve attendance.

26. Working with Pupils

The school will listen to pupils and take their views into account when considering attendance barriers and support.

Where appropriate, pupils will be involved in:

- identifying barriers;
- agreeing support;
- setting attendance goals;
- reviewing interventions;
- planning reintegration;
- evaluating whether support is working.

Pupils will be treated with dignity and respect.

27. Attendance Support Plans

Where a pupil requires targeted or intensive support, the school may establish an Attendance Support Plan.

The plan may include:

- attendance baseline;
- identified barriers;
- pupil views;
- parent/carers views;
- agreed actions;
- support to be provided;

- responsible staff/agencies;
- expected outcomes;
- review date;
- arrangements for monitoring progress;
- escalation arrangements if attendance does not improve.

Plans will be reviewed regularly and amended where they are not achieving the intended outcome.

28. Attendance Escalation Framework

Stage	Typical response	Review
Universal	Promote attendance; monitor data; positive communication; recognition	Routine monitoring
Early identification	Contact family; identify emerging patterns; listen to pupil/family	Prompt review
Targeted support	Meeting; barrier assessment; Attendance Support Plan; pastoral/Early Help support	Agreed review date
Intensive support	Formal attendance meeting; multi-agency support; Local Authority involvement	Frequent review
Formal support	Attendance contract and/or Education Supervision Order where appropriate	Formal review
Legal intervention	Notice to Improve, penalty notice, prosecution or other lawful intervention	In accordance with legal/Local Authority process

The stages are not rigid and may be accelerated, combined or revisited where the pupil's circumstances, safeguarding concerns or pattern of absence require this.

29. Review and Evaluation

This policy will be reviewed annually, or sooner if:

- statutory guidance changes;
- legislation changes;

- Local Authority procedures change;
- Trust requirements change;
- attendance data indicates that amendments are required;
- pupil or parent/carer feedback identifies areas for improvement.

The effectiveness of the policy will be evaluated using:

- overall attendance;
- absence;
- persistent absence;
- severe absence;
- punctuality;
- attendance of relevant cohorts;
- attendance trends;
- engagement with support;
- outcomes of interventions;
- use and effectiveness of reasonable adjustments;
- parent/pupil feedback;
- safeguarding information;
- Local Authority feedback;
- governor/Trust challenge.

The school will adapt its attendance strategy where evidence shows that an intervention is not working.

The aim is sustained improvement in attendance and improved outcomes for pupils, not simply compliance with individual attendance targets.

30. Related Policies and Documents

This policy should be read alongside:

- Safeguarding and Child Protection Policy;
- SEND Policy and relevant SEND information;
- Supporting Pupils with Medical Conditions Policy;

- Behaviour Policy;
- Anti-Bullying Policy;
- Suspensions and Exclusions Policy;
- Alternative Provision arrangements;
- Children Missing Education procedures;
- Local Authority attendance procedures;
- Middlesbrough Local Authority Code of Conduct for Penalty Notices;
- Trust attendance procedures and guidance;
- relevant health and wellbeing procedures.

31. Statutory Guidance and Legislation

This policy has been developed with regard to:

- Working together to improve school attendance – Department for Education, July 2026;
- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- School Attendance (Pupil Registration) (England) Regulations 2024;
- Education Act 1996, including sections 7 and 444;
- Education (Penalty Notices) (England) Regulations 2007, as amended;
- Equality Act 2010;
- SEND Code of Practice;
- statutory guidance relating to children missing education;
- statutory guidance relating to supporting pupils with medical conditions;
- statutory guidance relating to children who cannot attend school because of health needs;
- statutory guidance relating to suspensions, exclusions and alternative provision;
- relevant Local Authority attendance guidance and Code of Conduct.

Appendix 1 – Attendance Escalation Record

Stage	Typical response	Review
Universal	Promote attendance; monitor data; positive communication; recognition	Routine monitoring
Early concern	Contact family; understand emerging barriers; monitor attendance	Prompt review
Targeted	Pupil/family meeting; Attendance Support Plan; pastoral/Early Help support	Agreed review date
Intensive	Formal attendance meeting; multi-agency support; Local Authority involvement	Frequent review
Formal support	Attendance contract and/or Education Supervision Order where appropriate	Formal review
Legal intervention	Notice to Improve / penalty notice / prosecution / other lawful intervention	In line with Local Authority/legal process

The stages are not rigid and may be accelerated or combined where the pupil's circumstances, safeguarding concerns or pattern of absence require this.

Appendix 2 – Parent/Carer Attendance Expectations

Parents/carers should:

1. Ensure their child attends every day that school is open unless absence is unavoidable or authorised.
2. Ensure their child attends for the full duration of each school session.
3. Ensure their child arrives punctually.
4. Contact school before 8:45am on each day of absence.
5. Provide a clear reason for absence.
6. Avoid term-time holidays.
7. Make medical and dental appointments outside school hours wherever reasonably possible.
8. Tell school promptly if there are barriers affecting attendance.
9. Engage with support offered by the school or other services.

10. Keep contact details and emergency contacts current.
11. Provide accurate information needed to safeguard their child.
12. Work with school and other partners to improve attendance where concerns arise.

Appendix 3 – Attendance Register

The school will use the current national attendance and absence codes specified by the Department for Education and the School Attendance (Pupil Registration) (England) Regulations 2024.

Staff will receive appropriate training and will not create local substitutes for national codes.

The current DfE attendance code guidance will be consulted whenever there is uncertainty about the correct code.

Registers are legal records and must be:

- accurate;
- contemporaneous;
- maintained electronically;
- retained for the legally required period.

Where absence is initially recorded as unexplained, the correct code will be entered as soon as the reason is established and no later than five working days after the session.

Appendix 4 – Key Attendance Definitions

Regular attendance

Attendance at all sessions for the full duration of those sessions, except where there is a statutory reason for absence.

Persistent absence

Absence of 10% or more of possible sessions.

Severe absence

Attendance below 50% of possible sessions.

Unauthorised absence

Absence that is not permitted by law and/or has not been authorised by the school in accordance with the relevant regulations and this policy.

Attendance contract

A formal written agreement intended to secure parental engagement with support and improve attendance. It is not a criminal sanction or legally enforceable contract.

Notice to Improve

A final opportunity for a parent/carer to engage with support and improve attendance before a penalty notice is issued, where appropriate.

Penalty notice threshold

10 sessions of unauthorised absence in a rolling period of 10 school weeks.

Appendix 5 – Legal Intervention Summary

Where attendance concerns persist, the school and Local Authority may consider the following interventions according to the individual circumstances:

1. Attendance support

Understanding barriers and providing appropriate support.

2. Attendance contract

Formalising support and responsibilities.

3. Education Supervision Order

Local Authority legal intervention where appropriate and beneficial to the pupil.

4. Notice to Improve

A final opportunity to improve attendance before a penalty notice where appropriate.

5. Penalty notice

Used in accordance with the National Framework and Local Authority Code of Conduct.

6. Prosecution

A last resort where appropriate.

7. Parenting order/community order

May be considered by the court following conviction where appropriate.

The school will continue to consider safeguarding, Equality Act 2010 duties, SEND/disability, medical needs and individual family circumstances throughout the process.

