ETTINGTON C of E PRIMARY SCHOOL

Reviewed November 2026

Ettington Church of England Primary School

Learning for Fullness of Life

Trust- Respect - Love

ATTENDANCE POLICY

As a school, we aspire to live out God's plan for all to flourish.

We believe in providing our children with opportunities to use and develop the gifts and talents they have been blessed with, to ensure they embrace 'Life in its fullness' (John 10:10) following the teachings of Jesus.

Our vision is to place the child at the heart of everything we do, Learning for the Fullness of Life'. It is to work together, where everyone is a partner in learning; providing a safe, happy, caring and stimulating community, where children are given opportunities to reach their true potential.

1. INTRODUCTION

"Attendance is everyone's business, and everyone involved with the care of children is equally responsible for ensuring children's attendance. This means schools, LAs, social care, NHS workers and community partners all have a responsibility to see the child in school every day, and to wrap support around that child. All partners should make children's attendance a top priority. Every child should be in school every day, supported and ready to learn. Every child has the right to a fantastic education."

Dame Rachel de Souza, Children's Commissioner for England

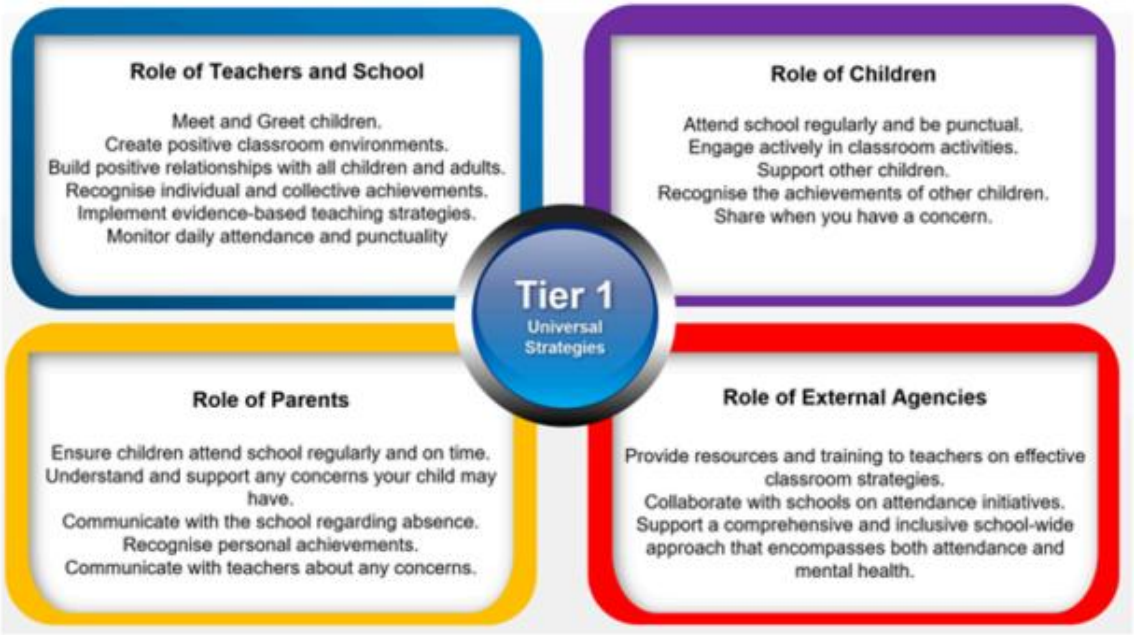
At Ettington, our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.



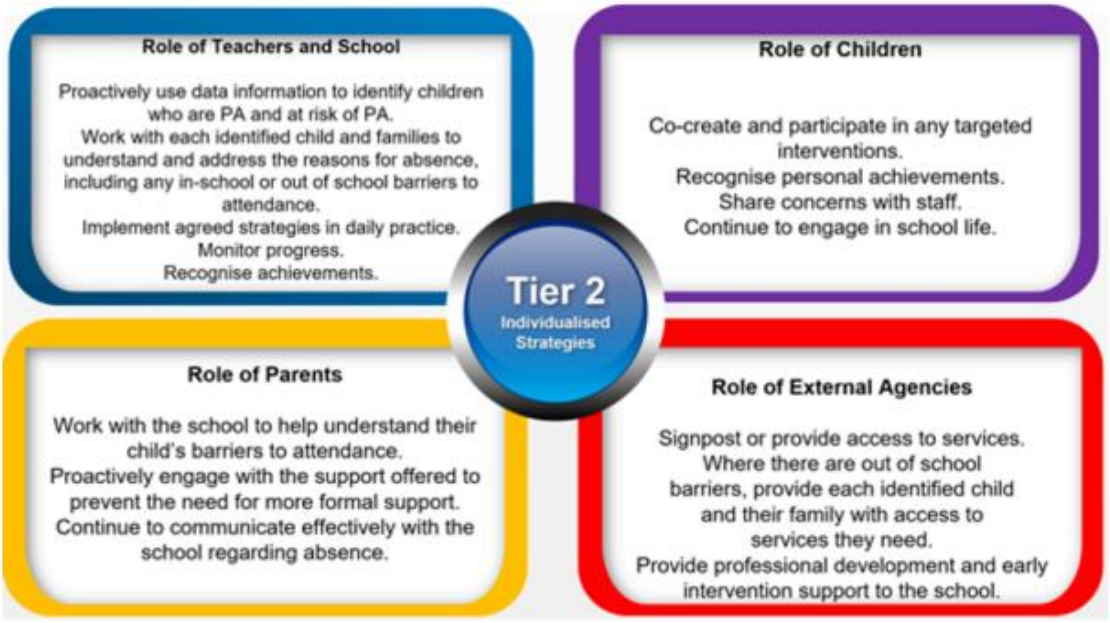
2. MULTI-TIERED SYSTEM OF SUPPORT

To guarantee a comprehensive approach to attendance, we implement a multi-tiered system of support (MTSS) for school attendance, involving three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies - including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of the system. The system aligns with the Department for Education's (DfE)Working Together to Improve School Attendance guidelines.

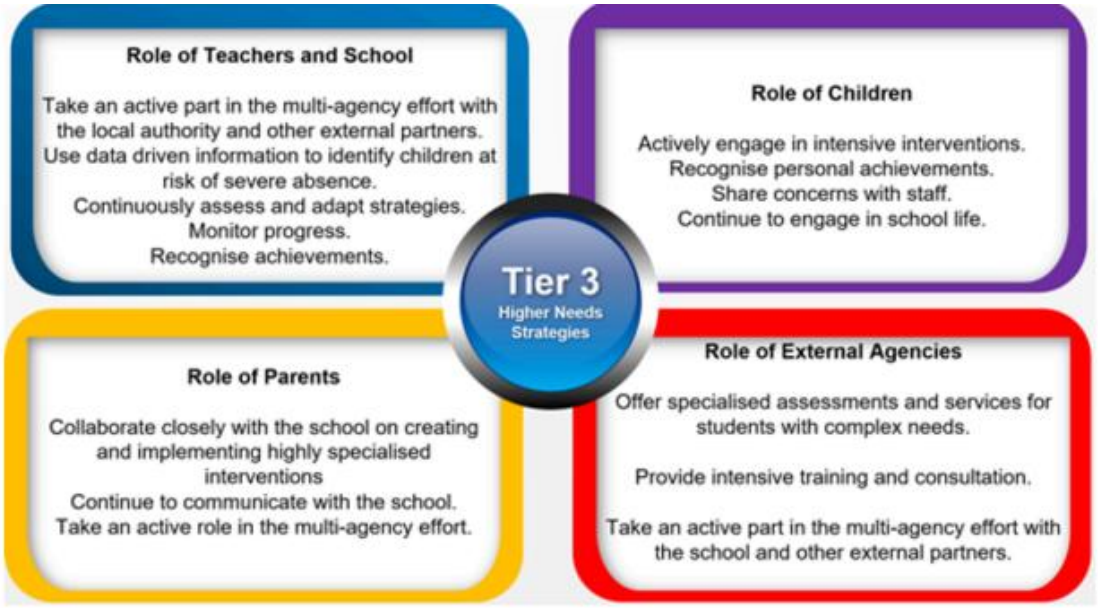
Tier 1 - Universal Approach: establishing a baseline universal attendance approach that benefits all children



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.



To plan the correct support, we will always invite parents and pupils to attend a meeting to discuss the concerns and devise a plan to support the child's regular attendance. Support offered will be child centred and planned in discussion and agreement with both parents and pupils. This may include a referral to Early Support or an attendance action plan.

Strategies used to reduce persistent and severe absence include:

- EBSNA - Emotionally Based School Non-Attendance – Warwickshire County Council
- Children and families – Warwickshire County Council
- SEND Local Offer – Warwickshire County Council

3. RECOGNITION-BASED APPROACH

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

We do not reward 100% attendance with certificates or special events.

4. THE IMPORTANCE OF SCHOOL ATTENDANCE

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic and social success, personal growth, and future prospects, making it an indispensable aspect of any ambitious educational system.

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 and adolescents 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 short term anxiety at not knowing information that classmates know to missed lessons, and 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.

Community Wellbeing: high levels of school attendance contribute to the overall wellbeing of communities.

5. FACTORS INFLUENCING ATTENDANCE

Below are some examples of key factors that contribute to absenteeism.

Health Issues: children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a child'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. In some cases, children may need to take time off to support their families.

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, especially in rural areas, 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 and Disabilities (SEND): children with special educational needs and disabilities may require additional support and accommodations to attend school regularly. Failure to provide appropriate support can lead to absences.

Engagement and Motivation: lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.

Academic Challenges: children facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.

School Climate: a positive and inclusive school climate can encourage attendance, while a negative or unwelcoming environment can have the opposite effect. Children who feel disconnected or unsupported at school may miss classes and stay home.

Peer Pressure and Social Factors: influence from peers can impact attendance. Children may skip school to align with the behaviour of their peers or to engage in social activities outside of 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. To address attendance issues effectively, schools and local authorities often implement 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 is crucial for developing targeted interventions and support systems to improve attendance rates.

6. LEGISLATION

This Attendance Policy operates within the framework of statutory attendance regulations outlined in the School Attendance (Pupil Registration) (England) Regulations 2024 and subsequent amendments. We adhere 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 offences related to non-attendance and penalties for parents and carers.

The School Attendance (Pupil Registration) (England) Regulations 2024: replaced the previous 2006/2013 regulations and further strengthened the rules regarding term-time leave. These new regulations came into force on August 19, 2024. They reinforce the position that headteachers may not grant any leave of absence during term time unless they consider the circumstances to be exceptional. Specifically, all references to 'family holidays' and 'extended leave' have been removed from the attendance codes. A need or desire for a holiday or other absence for leisure and recreation is generally not considered an exceptional circumstance by the Department for Education. It also set out the new National Framework for issuing penalty notices.

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.

- WCC FPN code of conduct based on The Education (Penalty Notices) (England) Regulations 2007

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 and follow any recommendations or requirements outlined in these documents.

- Working together to improve school attendance (July 2026)
- Working together to safeguard children 2026

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): this outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age. This section of the Act places several responsibilities on local authorities, including:

1. Duty to Ensure Suitable Education: local authorities have a statutory duty to ensure that children of compulsory school age within their area receive a suitable education. This duty applies to all children, including those who are unable to attend school due to illness or other reasons.

2. Power to Issue School Attendance Orders: local authorities have the power to issue a School Attendance Order if it appears that a child within their area is not receiving a suitable education. A School Attendance Order compels parents to send their child to a specified school or receive education in some other manner.

3. Duty to Investigate and Take Action: if a local authority has reason to believe that a child is not receiving a suitable education, they must make enquiries to ascertain the child's situation. If it is determined that the child is not receiving a suitable education, the local authority may take action, which may include issuing a School Attendance Order.

4. Duty to Provide Education for Children Unable to Attend School: local authorities have a responsibility to make suitable educational provision for children who, by reason of illness or other reasons, are unable to attend school.

5. Regular Monitoring and Reporting: local authorities are required to monitor the educational provision made for children in their area. They must report annually to the Secretary of State on their work related to children missing education.

6. Support for Parents: local authorities should offer support and advice to parents who are educating their children at home. They should also consider the child's wishes, as far as possible, in determining what constitutes suitable education.

Additional policies aligned to this Attendance Policy are:

- Relational (Children's Behaviour) Policy.
- Teaching, Learning and Curriculum Policy.
- Child Protection and Safeguarding Policy.
- SEND Policy.
- Pupil Premium Policy.

7. ROLES AND RESPONSIBILITIES

Improving attendance is everyone's business.

Teachers

Teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and wellbeing of children.

- **Monitoring Attendance:** teachers are responsible for monitoring the daily attendance of their children through taking the register at the start of the morning and afternoon session. They should maintain accurate attendance records, noting both present and absent children.
- **Promoting Punctuality:** teachers should encourage children to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.

● **Taking Immediate Action:** when a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the school's attendance officer or designated staff member to report the absence.

● **Early Intervention:** teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the child, their parents or guardians, and relevant support services.

● **Maintaining Communication:** teachers should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.

● **Providing Support**: teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

● **Setting Expectations:** teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.

● **Creating a Welcoming Classroom Environment:** teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

● **Identifying Barriers**: teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.

● **Implementing School Policies:** teachers should adhere to and implement the School's attendance policy, systems and procedures.

● **Attendance Records:** accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DfE).

● **Collaboration:** collaborating with other school staff, such as attendance officers, counsellors, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.

● **Supporting Positive Behaviour**: teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.

● **Safeguarding:** teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or Wellbeing promptly to the appropriate school staff.

● **Professional Development:** continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.

● **Role Modelling:** teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

Teaching Assistants

Teaching assistants (TAs) in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall wellbeing.

● **Monitoring Attendance:** TAs work closely with children and have a good understanding of individual attendance patterns. They should be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.

● **Positive Relationships:** TAs can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.

● **Attendance Support:** TAs can provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.

● **Reinforcing Expectations:** TAs can reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.

● **Communication:** TAs can maintain open lines of communication with children's parents or guardians in collaboration with the class teacher. They can inform parents of any attendance concerns and collaborate with them to find solutions.

● **Attendance Interventions:** TAs can collaborate with teachers, counsellors, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.

● **Supporting Children with Special Needs:** TAs often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.

● **Identifying Patterns**: TAs can help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.

● **Promoting Engagement:** TAs can engage children in meaningful learning activities and provide extra support when students are struggling academically. A positive classroom experience can motivate students to attend school regularly.

● **Safeguarding**: TAs should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.

● **Role Modelling:** TAs can serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.

● **Professional Development**: continuous professional development can enhance TAs skills in addressing attendance issues and supporting children effectively.

● **Collaboration:** collaborating with teachers and other school staff is essential. TAs can work together with the school's attendance officer, counsellors, and administrators to implement effective attendance strategies.

● **Recognition of Attendance**: TAs can participate in recognising children's attendance.

School Attendance Officer

The role of an Attendance Officer in improving children's attendance is critical in ensuring that children attend school regularly and achieve their educational potential. Attendance Officers have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates.

● **Developing and Implementing Attendance Policies:** Attendance Officers work closely with school leadership and staff to develop and implement effective attendance policies and procedures.

Data Analysis: Attendance Officers collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.

● **Early Intervention:** recognising that early intervention is crucial, Attendance Officers identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.

● **Supporting Families:** Attendance Officers work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.

● **Mentoring and Coaching:** Some Attendance Officers offer mentoring or coaching to children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.

● **Providing Resources:** Attendance Officers may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.

● **Monitoring and Reporting:** Attendance Officers continuously monitor attendance records and report attendance data to school leadership, Local Academy Councils, and local authorities as required. They ensure that accurate records are maintained.

● **Interventions and Incentives:** Attendance Officers design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of children.

● **Legal Compliance:** Attendance Officers are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.

● **Safeguarding:** Attendance Officers are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to Designated Safeguarding Leads or authorities as necessary.

● **Community Engagement:** Attendance Officers may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.

Senior Staff

Senior staff play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance.

● **Leadership**: senior staff, including the Headteacher and Deputy Head, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and children.

● **Policy Development:** senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.

● **Monitoring and Reporting**: they monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify children at risk of poor attendance and to measure the impact of attendance improvement strategies.

● **Setting Expectations:** senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.

● **Professional Development:** they provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.

● **Early Intervention:** senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.

● **Parental Engagement:** they promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.

● **Data Analysis:** senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.

● **Supporting Vulnerable Children:** they are attentive to the needs of vulnerable children, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these children receive appropriate support to attend school regularly.

● **Recognising Attendance**: they may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.

● **Enforcing Policies:** senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.

● **Safeguarding:** senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.

● **Continuous Improvement:** they continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.

● **Promoting a Positive Culture:** senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

Senior Attendance Champion

At Ettington Church of England Primary School, the Headteacher is the Senior Attendance Champion.

The role of an Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates.

● **Developing and Implementing Attendance Policies:** Attendance Champions work closely with school leadership and staff to develop and implement effective attendance policies and procedures.

● **Data Analysis:** Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.

● **Early Intervention:** recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.

● **Supporting Families**: Attendance Champions work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.

● **Mentoring and Coaching:** some Attendance Champions offer mentoring or coaching to children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.

● **Providing Resources:** Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.

● **Monitoring and Reporting:** Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.

● **Interventions and Incentives:** Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.

● **Staff Training:** Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.

● **Legal Compliance:** Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.

● **Safeguarding:** Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.

● **Community Engagement:** Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.

● **Continuous Improvement:** Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.

● **Promoting a Positive School Culture:** Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

Governors

Governors play a crucial role in supporting children's attendance. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

● **Policy Development:** Governors collaborate with school leadership to develop and review this Attendance Policy. This policy should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.

● **Statutory Compliance:** Governors ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.

● **Strategic Oversight:** Governors take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

● **Monitoring Attendance Data:** Governors review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

● **Accountability:** Governors hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.

● **Policy Implementation:** Governors ensure that the Attendance Policy is effectively implemented throughout the school. They may inquire about the practical application of the policy and procedures.

● **Setting Targets:** Governors collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.

● **Reviewing Interventions:** Governors assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.

● **Parental Engagement:** Governors support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.

● **Training and Development:** Governors ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

● **Safeguarding:** Governors are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise. AT Ettington, the Chair of Governors is both the Safeguarding and Attendance Link Governor.

● **Community Links**: Governors may establish links with community organisations, local authorities, and social services to access additional resources and support for children with attendance difficulties.

● **Challenge and Support:** while supporting school leadership in attendance improvement efforts, Governors also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.

● **Continuous Improvement:** Governors regularly evaluate the approach to attendance by the school and seek ways to continuously improve attendance outcomes.

Parents

Parents play a crucial role in supporting school attendance. Their involvement and commitment to their child's education can have a significant impact on attendance rates and future life chances.

● **Establish a Routine:** parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.

● **Communicate with the School:** establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.

● **Ensure a Healthy Lifestyle:** promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.

● **Positive Attitude Towards Education:** encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.

● **Set Expectations**: clearly communicate your expectations about attendance to your child. Emphasise the importance of attending school regularly and on time.

● **Be Involved in Homework:** support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.

● **Attend Parents' Evenings:** participate in parents' evenings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.

● **Monitor Progress:** keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.

● **Address Bullying or Safety Concerns:** If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.

● **Promote a Love for Learning:** encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.

● **Lead by Example:** demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.

● **Stay Informed:** stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.

● **Seek Support if Needed:** if your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.

● **Encourage Peer Relationships:** encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.

● **Celebrate Achievements:** celebrate your child's achievements and milestones at school. Recognise their efforts and successes to boost their self-esteem and motivation.

● **Collaborate with the School:** work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Children

Children play a significant role in attending school regularly and ensuring their educational success.

● **Commitment to Learning:** children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, opportunities and aspirations for the future.

● **Punctuality:** children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.

● **Positive Attitude:** maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.

● **Responsibility**: children can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.

● **Communication:** if a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.

● **Peer Relationships:** building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.

● **Participation:** actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.

● **Safety Awareness:** children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.

● **Respect for Teachers and Staff:** respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.

● **Problem-Solving:** encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.

● **Goal Setting:** children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.

● **Healthy Lifestyle**: maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.

● **Attendance Awareness:** children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.

● **Ownership of Learning:** encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.

● **Seeking Support:** If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

Local Authority

Ettington Primary School is responsible for liaising closely with the Local Authority's Attendance Service and will follow their standard approaches in managing attendance issues.

● Hold Targeting Support Meetings with schools, in line with Working Together to Improve School Attendance, to identify, discuss, and agree action plans and joint approaches for severely and persistently absent pupils
● Discuss and agree approaches for severely and persistently absent pupils where there are barriers to attendance that require a multi-agency response to overcome.
● Reviewing progress and/or agreeing additional actions since the last Targeting Support Meeting on existing plans.
● Make use of formal support options including attendance contracts and education supervision

orders and use them fairly and consistently.
● Issue Notices to Improve and penalty notices in line with the National Framework where absence was unauthorised and support has been provided but has not worked or been engaged with, or would not have been appropriate in the circumstances of the offence (e.g. an unauthorised holiday in term time).
● Take forward attendance prosecution as a last resort where all other routes have been exhausted or deemed inappropriate.

Where all voluntary support options have not been successful, or have not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents.

Warwickshire Attendance Service can use the following legal interventions/formalised support; Attendance Contracts, Notice to Improve, issue of Penalty Notices, Education Supervision Orders, Attendance Prosecution, consideration of application of Parenting Orders.

Warwickshire Attendance Service will decide which intervention will be most appropriate, however only after considering the individual circumstances of a family.

The above voluntary support options are not appropriate for an unauthorised Leave of Absence in term time.

Prosecutions for non-school attendance must be conducted in line with the Warwickshire County Council Non-school attendance and Penalty Notice code of conduct and the Code for Crown Prosecutors and must pass the evidential and public interest tests.

8. SAFEGUARDING CHILDREN

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being. Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies. We follow Keeping Children Safe in Education 2026 guidance to ensure safe practices.

9. REMOVAL FROM ROLL

This refers to the process of a child's name being officially taken off the school's register, typically due to extended non-attendance or other circumstances. Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

Elective Home Education

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

Part-Time Timetables

A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full- time, either at school or alternative provision. There should also be formal arrangements in place for regular reviews with the child and their parents.

10. PUNCTUALITY AND LATENESS

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. Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed, miss vital learning and important messages from their class teacher. Every minute a child is late to school can add up to a lot of learning time over the year. On our school website, the following information will be published:

8.40am School gate opens. Children line up on the school playground in their respective classes.

8.45am Registration. Official start of the school day.

All children arriving after 8.45am, when the gate is closed, must be accompanied to the school office by the parent /carer, where they will be signed in by a member of the Admin Team. Children will be marked as late on the registration system.

Any child arriving after the register has been taken at 8.45am, but before 9.15am (when the register closes) will receive a 'late before the close of register mark' on the system.

Lateness is monitored regularly. Where children have persistent lateness problems the Head teacher may invite the parents into the school to a formal meeting.

The register closes (30 minutes after the official start of the school day), in accordance with the Regulations. If your child arrives after that time, they will receive a mark that shows them to be on site - 'U', but this will not count as a present mark and it will mean they have an unauthorised absence.

The school may contact parents/carers regarding lateness.

1.00pm EYFS and Year 1 Afternoon registration

1.15pm Year 2 and KS2 Afternoon registration

3.15pm KS1 end of the school day

3.20pm KS2 end of the school day

11. ATTENDANCE PROCEDURES AND CODING

Attendance will be recorded using the DfE's statutory attendance codes, please refer to Appendix 1.

First Day Absence

A child not attending school is considered a safeguarding matter. This is why information about the cause of any absence is always required. If a child is absent, parents/carers must contact the school as soon as possible on the first day of absence.
If a child is absent the school will:

● Telephone the parent/carer on the first day of absence if the school has not heard from them – this is because we have a duty to ensure the child's safety as well as their regular school attendance.

● Invite parents/carers in to discuss the situation if absences persist and this is deemed appropriate.

● Refer the matter to the Warwickshire Attendance Service if absence is unauthorised and is close to Persistent Absence levels or meets threshold for.

If the child is subject to a child protection plan the procedures set out for day two unexplained absence will be implemented immediately.

Sickness Returns
The school has a statutory duty to notify the Local Authority if a pupil is recorded as absent using Code I (illness) and the school has reasonable grounds to believe the pupil will miss 15 days consecutively or cumulatively due to sickness in the current school year. This allows for joint planning to ensure continuity of education.

Second Day Absence
If a child is not seen and contact has not been established with any of the named parents/carers on the second day of absence, the school will make all reasonable enquiries to establish contact. This will include making enquiries to known friends, wider family and undertaking home visits. Where the school is unable to undertake a home visit, they will contact the police to request they undertake a welfare check. This action will be taken on day one if the child has complex needs or is subject to a child protection plan.

Remote Education

In line with DfE guidance, remote education is never a substitute for school attendance. It will only be used as a last resort, where the school has considered reasonable adjustments first, and as part of a wider reintegration plan to support a pupil's return to school. Pupils receiving remote education will be marked as absent in the register using the most appropriate code.

Attendance Contract

An attendance contract is a formal agreement between parents and the school or local authority to address irregular attendance, providing support as an alternative to prosecution. It is not legally binding but serves as a formal route to secure engagement with support when voluntary early help plans have not worked. An attendance contract aims to offer support rather than punishment.

If voluntary support or attendance contracts are unsuccessful, an Education Supervision Order (ESO) can provide formal legal intervention without prosecution. Before proceeding with an ESO, the school and local authority should exhaust voluntary support options and ensure the order would benefit the pupil and parent. Persistent non-compliance with an ESO can lead to prosecution in the Magistrates Court by the local authority. Upon conviction, parents may face fines of up to £1,000.

Local authorities have the power to prosecute parents for various offences related to attendance: Failure to comply with a school attendance order may result in fines of up to £1,000. Failure to secure regular attendance at school or alternative provision may lead to fines of up to £2,500 and/or imprisonment. Persistent non-compliance with an Education Supervision Order may result in fines of up to £1,000.

12. AUTHORISED AND UNAUTHORISED ABSENCE

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school without a good reason creates an offence in law and may result in prosecution.

Authorised absences are morning or afternoon sessions away from school for a genuine reason, such as:

● **Illness** (although you may be asked to provide medical evidence for your child before this can be authorised).

● **Medical/dental appointments** (which unavoidably fall in school time, emergencies or other unavoidable cause).

● **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.

● **Traveller pupils 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.



Parents and carers are sometimes unsure whether or not to send their child into school if they do not seem to be feeling entirely well. Generally, if parents are unsure, then we would advise bringing your child into school and letting us know to keep a special eye on them. Staff are very

good at spotting when a child does not seem right and parents will be contacted to be asked for them to be collected.

Please use the UK Health Security Agency guidance poster or access official guidance online.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings. Holidays during term time will not be authorised unless there are exceptional circumstances. Holiday requests must be made in writing using the official form available from the school office.

Unauthorised absence includes; however, this list is not exhaustive:

● Parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn.

● Absences which have never been properly explained.

● Children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however is counted as an absence for the session.

● Shopping trips.

● Looking after other children or children accompanying siblings or parents to medical appointments.

● Their own or family birthdays.

● Availability of cheaper holidays and/or desired accommodation.

● Overlap with the beginning or end of term.

● Booked the wrong holiday dates by mistake.

● Holiday booked by another family member.

● Attending a wedding that is not for an immediate family member or not part of the ceremony.

● Unable to take a holiday in school holidays due to work commitments.

● Adult appointments affecting bringing a child to school or collecting on time.

● Different term dates for children at schools in another local authority.

● Holidays taken during term time without leave, not deemed 'for exceptional purposes' by the headteacher - may result in the school applying to the local authority to issue a penalty notice or if you have previously been issued a penalty notice, the school may request a direct prosecution by the local authority.

● Day trips.

● During Key Stage 2 SATS assessments.

● Other leave of absence in term time which has not been agreed.

Headteachers shall not grant any Leave of Absence during term time unless they consider there are exceptional circumstances relating to the application.

13. LEAVE OF ABSENCE

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

Expectations

● A leave of absence is granted entirely at the school's discretion. Permission for a Leave of Absence from a school may only be given by a person who the school's proprietor has authorised to do so (an authorised person).
● Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.
● Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.
● Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school.
● When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify the parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.
● It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is their responsibility to ascertain if the leave is authorised prior to the start of the leave.
● The school can only consider applications for Leave of Absence which are made by the resident parent. i.e the parent with whom the child normally resides.
● Where applications for Leave of Absences are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an "unauthorised" absence. Where a leave of absence is requested but additional days take either prior to or after the request, they may be considered as part of the leave of absence.
● Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as 'unauthorised'.
● All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service of Warwickshire County Council. Penalty notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.
● Where a Penalty Notice is not paid within the timeframe set out in that Notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

13. PENALTY NOTICES

The law relating to Penalty Notices changed with effect from 19 August 2024. Therefore, Penalty Notices issued for Leave of Absence taken from September 2024 will be issued in accordance with the updated legislation.

Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices – 4 in total).

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

● **Second Leave of Absence Offence within a 3-year period (from the date of issue of the first penalty notice):** The amount of £160 paid within 28 days. No reduced amount.
● **Third Leave of Absence offence within a 3-year period (from the date of issue of the first penalty notice:** A Penalty Notice will not be issued and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

14. NON-COMPULSORY AGE PUPILS

Although there is no legal requirement for a pupil to attend nursery, it is widely acknowledged establishing routines including good attendance in early years reaps benefits when children become of compulsory age.

The DfE have now advised in the Working together to improve school attendance that:

On each occasion the register is taken the appropriate national attendance and absence code must be entered for every pupil (of both compulsory and non-compulsory school age) whose name is listed in the admission register at the time.

The codes enable schools to record and monitor attendance and absence in a consistent way and are used to collect statistics. The data helps schools, local authorities, and the government gain a greater understanding of the delivery of education and the level of, and reason for, absence. It is therefore advised schools look to include the schools' expectations around attendance for these cohort of pupils, advising coding will be in line with the DfE guidance and what the schools' expectations are around notification of absence etc.

15. DEFINITIONS

In the context of school attendance, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues. Here are their definitions:

Absence

● Arrival at the school after the register has closed.

● Not attending school for any reason.

Authorised Absence

● An absence for sickness for which the school has granted leave.

● Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.

● Religious or cultural observances for which the school has granted leave.

● An absence due to a family emergency.

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

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 pupils whose attendance is consistently low and becoming a concern. As our schools communicate to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

Severe 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 more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

16. REVIEW

This Attendance Policy will be reviewed annually by the Governing Board to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

Appendix 1:

Coding Attendance in line with DFE guidance 2024

Code /\ (Present at the school):
● Pupils must be present during registration to be counted.
● If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):
● The pupil arrives after the register starts but before it closes.
● Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
● If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):
● Pupil attends educational provision arranged by the local authority, not by the school.
● Examples include attending courses at college or receiving home tutoring.
● Schools must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):
● Pupil attends a school-arranged educational visit or trip supervised by school staff.
● Must take place during the recorded session.
● If pupil doesn't attend, record absence using relevant absence code.

● **Code P (Participating in a sporting activity):**
● Pupil attends an approved educational sporting activity.
● Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
● Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):
● Pupil attends work experience as part of their education arranged by the local authority or school.
● Criteria for recording attendance are similar to other approved educational activities.
● Schools must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):
● Pupil attends an approved educational activity other than sports or work experience.
● Criteria for recording attendance are similar to other approved educational activities.
● Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):
● Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
● Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
● Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):
● Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
● Criteria for granting leave include licences issued by local authorities or exemptions.
● Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):
● Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
● Leave of absence is granted under specific conditions, including exceptional circumstances.
● Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):
● Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
● Applications for leave must be made in advance, and leave is granted based on specific criteria.
● The interview must occur during the recorded session, and the absence is classified as authorised.

Code S (Leave of absence for studying for a public examination):
● Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
● Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
● Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):
● Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
● Absences for non-compulsory school-age pupils are recorded using this code, with exceptions

noted.
● For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):
● Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
● Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):
● Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
● Each application is assessed individually, considering specific facts and circumstances.
● Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:
● Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
● Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent travelling for occupational purposes):
● Used when a pupil's parent(s) is travelling for trade or business, and the pupil is travelling with them.
● Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
● Pupils should ideally attend schools where their parents are travelling, being dual registered at both their main school and the one they're temporarily attending.
● Classified as authorised absence for statistical purposes.

Code R (Religious observance):
● Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
● Schools may seek guidance from the parent's religious body to ascertain such days.
● Strategies such as setting term dates around religious observance days are encouraged.
● Classified as authorised absence for statistical purposes.

Code I (Illness - not medical or dental appointment):
● Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
● Schools should not routinely request medical evidence but may do so when necessary.
● Classified as authorised absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):
● Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
● Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
● Classified as authorised absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):
● Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
● Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):
● Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
● Walking distances for different age groups are specified.
● Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):
● Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
● Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):
● Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
● Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):
● Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
● Attendance registers are not taken, and pupils are marked with this code to signify the closure.
● Not applicable for planned closures like weekends or holidays.
● Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):
● Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
● Communication with the Youth Offending Team is encouraged to support educational needs during detention.
● Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):
● Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
● Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):
● Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
● The nature of the unavoidable cause must be recorded.
● Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):
● Used when a pupil is absent for a holiday that the school did not approve in advance.
● Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorised.
● Classified as unauthorised absence for statistical purposes.

Code N (Reason for absence not yet established):
● Employed when the reason for a pupil's absence has not been determined before the register closes.
● Schools must make efforts to ascertain the reason for absence promptly.
● If the reason cannot be established within five school days, the absence must be amended to Code O.
● Classified as unauthorised absence for statistical purposes.

Code O (Absent in other or unknown circumstances):
● Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorised codes.
● Classified as unauthorised absence for statistical purposes.

Code U (Arrived in school after registration closed):
● Applied when a pupil arrives late after the register has closed but before the end of the session.
● Schools should discourage late arrival and set a specific time limit for registering attendance.
● Late arrival beyond the specified time results in the pupil being marked as absent.
● Classified as unauthorised absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):
● Utilised to set up registers in advance for prospective pupils who have not yet officially joined the school.
● Aims to streamline administrative processes.

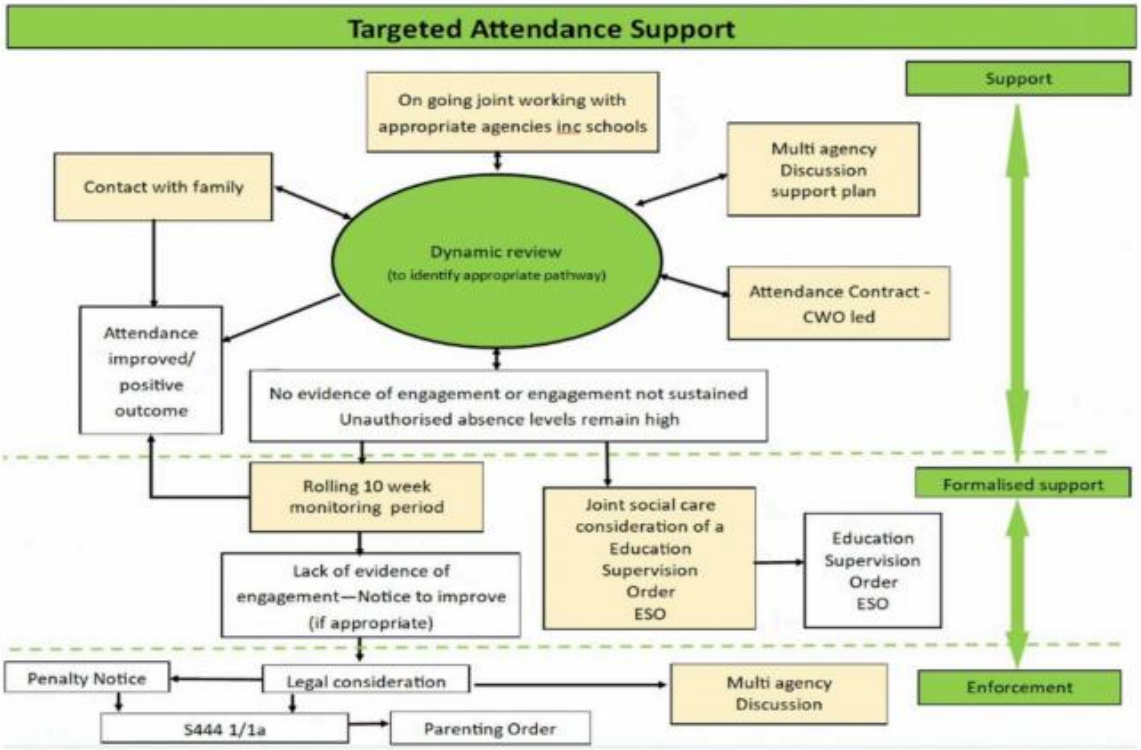
Appendix 2: Warwickshire's Targeted Attendance Support Pathway

In situations where attendance is not improving and:

School support and other agency support has been exhausted and/or is not working, and/or there is a lack of parental engagement. Schools can complete a request for additional support through the Targeted Attendance Pathway via each school's WCC allocated attendance Officer.

The pathway includes possible options for:

Additional advice and guidance.
Ongoing work with existing agencies/school.
Multi-agency discussion/support plan.
Direct work with the family (parent/pupil voice).
WCC led Attendance Contract.
Escalation where there is a lack of evidence of parental engagement.
Monitoring.
Issue a Notice to Improve.
Education Supervision Order.
Penalty Notice.
S444 1/1a prosecution.
Consideration of application of a Parenting Order.


Targeted Attendance Support
Support
On going joint working with appropriate agencies inc schools
Contact with family
Multi agency Discussion support plan
Dynamic review
(to identify appropriate pathway)
Attendance Contract - CWO led
Attendance improved/ positive outcome
No evidence of engagement or engagement not sustained
Unauthorised absence levels remain high
Formalised support
Rolling 10 week monitoring period
Joint social care consideration of a Education Supervision Order ESO
Education Supervision Order ESO
Lack of evidence of engagement—Notice to improve (if appropriate)
Penalty Notice
Legal consideration
Multi agency Discussion
Enforcement
S444 1/1a
Parenting Order