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Attendance Policy

Scope and publication

School attendance is mandatory for all students of compulsory school age.

This policy applies to all students, parents/carers and staff at the school.

This policy is available on the school website. Copies of the policy are also available on request, in large print or other accessible formats if required.

Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on Working together to improve school attendance (July 2026) and through our culture and ethos which values good attendance, including:

- Setting high expectations for the attendance and punctuality of all students
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every student has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure students have the support in place to attend school.

We will also promote and support punctuality in attending lessons. For a student to reach their full educational achievement a high level of school attendance is essential.

We are committed to providing an education of the highest quality for all our students and endeavour to provide an environment where all students feel valued and welcome. Every student has a right to access the education to which they are entitled. Parents/Carers and teachers share the responsibility for supporting and promoting excellent school attendance and punctuality for all.

Every opportunity will be used to convey to students and their parents/carers the importance of regular and punctual attendance.

For our students to take full advantage of the educational opportunities offered, it is vital every student is at school, on time, every day the school is open unless the reason for the absence is unavoidable. The routines students develop around attendance and punctuality at school are the same as the expectations of any future employer in the world of work. High attainment, confidence with peers and staff, and future aspirations depend on good attendance.

We believe good attendance is important because:

- statistics show a direct link between under-achievement and attendance below 95%.
- regular attenders make better progress, both socially and academically.
- regular attenders find school routines, schoolwork and friendships easier to cope with.
- regular attenders find learning more satisfying.
- regular attenders are more successful in transferring between primary school, secondary school and higher education, employment or training.

Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on Working together to improve school attendance (July 2026). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

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

This policy also complies with our trust's funding agreement and articles of association.

Promoting attendance

The foundation for good attendance is a strong partnership between the school, parents/carers and students.

To help us all focus on this, the school will use the guidance set out in our trust document: **The Anthem Attendance Ambitions.**

Actions will include the following:

- Provide information on matters related to attendance in regular communications with home via the school bulletin/newsletter/website.
- Report to parents/carers on how your child is performing in school, what their attendance and punctuality rate is and how this relates to their attainment and progress.
- Celebrate good attendance by displaying individual and class achievements.
- Reward good and improving attendance through certificates and other incentives such as outings/events.

- Set targets for the school and for classes for attendance and display these in the school.
- Raise the profile of the importance of attendance by promoting it at events where parents/carers, students and staff are present.
- Use our Power Bi Attendance Data Dashboard, along with the DfE VYED tools (View your education data) to rigorously track and monitor attendance data and trends, in order to plan actions to improve attendance.
- Develop clear systems and processes to tackle attendance concerns, ensuring swift action is undertaken following any episode of absence from school.
- Liaise closely with the families of children with low or declining attendance in order to bring about improvements. This may involve outlining attendance contracts that will be agreed between the school and parents/carers.
- Develop strong working partnerships with LA attendance teams. Refer irregular or unjustified patterns of attendance to the Local Authority. Failure to comply with planned support set by the Local Authority may result in further actions, e.g. a Parenting Contract, parental prosecution or an application for an Education Supervision Order.

Roles and responsibilities

Headteacher and Directors of Education

The Headteacher has overall responsibility for:

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

The Directors of Education, in partnership with the Director of Inclusion and Head of Safeguarding will monitor and oversee the school's work in promoting regular and improved attendance. They will ensure that any negative patterns of attendance are challenged and provide support to remedy this. They will also support the Headteacher to ensure clear roles and responsibilities for managing attendance are delegated.

Strategic Attendance Lead

The designated Strategic Attendance Lead is usually a member of the Senior Leadership Team and is responsible for:

- Leading, championing and improving attendance across the school.
- Setting a clear vision with high ambition for improving and maintaining good attendance.
- Evaluating and monitoring expectations and processes.
- Using the power BI data dashboard and DfE tools, ensuring a strong grasp of absence data and oversight of absence data analysis.
- Regularly monitoring and evaluating progress in attendance.
- Establishing and maintaining effective systems for tackling absence and making sure they are followed by all staff.
- Liaising with students, parents/carers and external agencies, where needed.
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues.
- Creating intervention or reintegration plans in partnership with students and their parents/carers.
- Delivering targeted intervention and support to students and families.

The Attendance Officer

The school attendance officer is responsible for:

- Ensuring daily attendance safeguarding procedures are followed.
- Monitoring and analysing attendance data.
- Benchmarking attendance data to identify areas of focus for improvement.
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Headteacher.
- Liaising closely with families to address barriers to attending school.
- Working with education welfare officers to tackle persistent absence.
- Advising the Headteacher when to issue fixed-penalty notices.

Class teachers

All class teachers are responsible for:

- Recording attendance for both morning and afternoon sessions daily, using the correct codes.
- Promoting and praising good attendance with students at all appropriate opportunities.
- Making contact with families following the first period of absence in a school year.
- Liaising with the attendance lead/officer on matters of attendance and punctuality.
- Communicating any concerns or underlying problems that may account for a student's absence.
- Welcoming back students with a positive greeting of 'it is great to have you back, we have missed you'.
- Supporting students with absence to engage with their learning once they are back in school.

Students

Students are expected to:

- Attend school every day, on time, unless ill or have an authorised absence.
- Go to all registrations and lessons on time.
- Report to the reception desk if late or leaving the school site during school hours.

Parents/Carers

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

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

Parents/Carers are expected to:

- Make sure their child attends every day/timetabled session on time.
- Call the school to report their child's absence on the day of the absence and each subsequent day of absence and advise when they are expected to return.
- Provide the school with more than one emergency contact number for their child.
- Ensure that, where possible, appointments for their child are made outside of the school day.
- Discuss with the school any planned absences well in advance.
- Support the school with their child in aiming for 100% attendance each year.
- Only request leave of absence if it is for an exceptional circumstance.
- Keep to any attendance contracts/agreements that they make with the school and/or local authority.

The Admissions Register (also known as 'the school roll')

We maintain an electronic Admissions Register which records valuable information about all the students at the school, which includes at least two emergency contact details.

Students' information

The school records the details of every student at the school in the Admissions Register. This includes students who are attending the school on a temporary basis e.g. travellers' children, students who are accessing facilities not available at their normal school.

The Register must include the following information for every student:

- the student's full name
- the name the student uses at school
- sex
- address

- the full name and address of every known parent and an indication of the parent(s)/carer(s) with whom the child normally resides
- the student's date of birth
- the date the student was admitted or re-admitted to the school
- the name and address of the school the student last attended (where applicable).
- emergency contact details of the parents and carers (ensuring that school holds at least two emergency contact details). There must be an indication in the register of which is the first contact in case of emergency.

The school may also keep additional information about parents/carers which will ease communications with them. For example, it is useful to know that parents/carers have a hearing impairment which prevents them using a telephone or record email addresses or does not have English as a first language.

It is vital that our Register is kept up to date and stored securely, in line with the UK GDPR, particularly the emergency contact details. The school will regularly encourage parents/carers to inform them of any changes whenever they occur.

The school will keep all records for six years from the day the entry was made.

The school will also make a back-up copy of the admission register at least once a month, in printed or electronic form, and keep the copies for six years after the end of the school year they relate to.

Where changes are made in the register, we will ensure that it is clear which is the original entry, and which is the amendment.

If a student's name is added to our school roll and this happens at a non-standard transition point the school will:

- notify the LA within five days.
- provide the LA with all the information held within the admission register about the student.

A student's name can only lawfully be deleted from the admission register if a reason set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024 applies.

The school will make a return to the local authority when a student's name is deleted from the admission register (a Deletion Return). This does not apply where the student's name is deleted at or after the end of the last term of the school year when they are in the school's most senior class unless the local authority has requested such information.

The grounds on which students can be removed from our admission register are explained in Appendix 3.

Recording attendance

Attendance register

We will keep an electronic attendance register and place all students onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every student is:

- Present.
- Attending an approved off-site educational activity.
- Absent.
- Unable to attend due to exceptional circumstances.

Any amendment to the attendance register will include:

- The original entry.
- The amended entry.
- The reason for the amendment.
- The date on which the amendment was made.
- The name and position of the person who made the amendment.

See Appendix 1 for the DfE attendance codes.

We will also record:

- For students of compulsory school age, whether the absence is authorised or not.
- The nature of the activity, where a student is attending an approved educational activity.
- The nature of circumstances, where a student is unable to attend due to exceptional circumstances.

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

The gates to school open at 8:45am. In EYFS and KS1, the school days starts at 8:55am and this is when classroom doors open. In KS2, the school day starts at 8:50am and this is when classroom doors open. The school gates close at 9:00am.

Unplanned absence

The student's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence or as soon as practically possible by contacting school and following the correct notification procedures.

The school will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than three days or there are doubts about the authenticity of the illness, the school may ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents/carers will be notified of this in advance.

Planned absence

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

For absences of less than 1 day, this should be requested by emailing enquiries@lincolncarlton.anthemtrust.uk

For longer periods of absence, parents should use the form found in Appendix 4.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the student should be out of school for the minimum amount of time necessary.

The student's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Please see below to find out which term-time absences the school can authorise.

Lateness and punctuality

It is important for students to be on time at the start of the morning and afternoon school sessions and to lessons. The start of school/lessons is used to give out instructions or organise work. If a student is late, they can miss work time with their class teacher getting vital information, cause disruption to the lesson for others, and it can be embarrassing leading to possible further absence and disruption.

All lateness is recorded daily. A student who arrives late:

- Before the register has closed will be marked as **late**, using the appropriate code.
- After the register has closed will be marked as **unauthorised absence**, using the appropriate code.

Following up unexplained absence

Where any student we expect to attend school does not attend, or stops attending, without reason, the school will:

- Contact the student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason – this is because we have a duty to ensure a student's safety as well as their regular school attendance. If the school are unable to reach the parent/carer, the school will contact all other emergency contacts. If the student is deemed highly vulnerable, then a home visit will be conducted on the first day of absence where we have not heard from the parent/carer or any of the other emergency contacts.
- Identify whether the absence is approved or not.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than five working days after the session(s) for which the student was absent. (Whilst N codes are used temporarily, these should not be used after 5 days of the absence).
- When Children's Social Care are involved, to facilitate effective working across the local authority area, the school will inform the student's social worker, Virtual School and/or youth offending team worker if there are unexplained absences from school. Children missing education officers or a school's point of contact in the School Attendance Support Team should also inform the student's social worker and/or youth offending team worker if their name is to be deleted from the school register.
- If absence continues for a second day, a second attempt to call will be made, along with other reasonable enquiries e.g. contacting the school of a sibling and if a Social Worker is supporting the family, then they will be informed. If the student is deemed vulnerable, then a home visit will be conducted on the second day of absence where we have not heard from the family.

- If absence continues for a third day, then the school will make a home visit. If no contact is made, then a letter will be left.
- On the fourth day of absence where we have not heard from a parent/carer, a request for a safe and well check conducted by the Police/Police Community Support Officer will be made. If a Social Worker is involved with the family, then they will be informed. If there are concerns relating to safeguarding, then a Children's Social Care (CSC) referral will be made.
- On the fifth day of absence, if we have not heard from the parent/carer or any of the other emergency contacts, we will refer to Children Missing from Education team at the local authority.
- Following every period of absence, some action should be undertaken. This will be in line with the school's escalation process.
- Where appropriate, offer support to the student and/or their parents to improve attendance. This may come in the form of an Attendance Contract, which is a voluntary agreement determined between the school, parents/carers and student(s).
- Identify whether the student requires support from wider partners, as quickly as possible, and make the necessary referrals.
- Where support is not appropriate, not successful, or not engaged with issue a notice to improve, penalty notice or other leal intervention, as appropriate.

Child Absent from Education

Children absent from education are children who are persistently absent (absent repeatedly and/or for prolonged periods).

A child who is absent from education can become a child missing education if they are removed from their school's register.

Children missing education are children of compulsory school age who are not registered students at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Please refer to the DfE's guidance on Children Missing Education for further information.

When a child is leaving our school, other than when transferring/leaving at a non-standard transition point, parents/carers are asked to give comprehensive information about their plans, including any date of a move and their new address and telephone numbers, the child's new school and the start date when known. This should be submitted to our school in writing.

Reporting to parents

The school will regularly inform parents/carers about their child's attendance and absence levels.

Authorised and unauthorised absence

Approval for term-time absence

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

The Headteacher will only grant a **leave of absence** to a student during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- **Taking part in a regulated performance, or regulated employment abroad**: in line with a licence issued by a local authority or Justice of the Peace or a body of persons approval (BOPA).
- **Attending an interview**: for entry into another educational institution or for future employment where requested in advance by a parent the student normally lives with.
- **Study leave:** for public examinations, as agreed in advance with a parent the student normally lives with. Please note this does not include any internal examinations such as mocks as study leave should not be granted in such cases.
- **A temporary, time-limited part-time timetable**: where the student is of compulsory school age, both the parent who the student normally lives with and school agree the student should temporarily be educated on a part-time basis for exceptional reasons and have agreed the times and dates when the student will be expected to attend school as part of that timetable. For more information, please refer to our Reduced Timetable Guidance.
- **Exceptional circumstances:** All schools can grant a leave of absence for other exceptional circumstances at the headteacher's discretion.

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

Leave of absence will not be granted for a student to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, and in accordance with any leave of absence request form. The headteacher may require evidence to support any request for leave of absence.

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

- **Illness** (including mental-health illness) and medical/dental appointments.
- **Religious observance** – where the day is exclusively set apart for religious observance by the religious body to which the student's parent(s)/ carer(s) belong(s). If necessary, the school will seek advice from the parent/carer's religious body to confirm whether the day is set apart.

  If a religious body sets apart a single day for a religious observance and the parent applies for more than one day, the school may only record one day using code R; the rest of the time would need a leave of absence, and this is granted at the school's discretion.
- **Parent(s) travelling for occupational purposes** – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the student is attending educational provision.

- **If the student is currently suspended or excluded from school** (and no alternative provision has been made).

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

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

Part-time timetables

All students of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances their education may be provided partially at school and partially at another educational setting or through education otherwise than at a school in line with section 19 of the Education Act 1996 or section 42 or 61 of the Children and Families Act 2014. Time away from school to receive education in other ways must be recorded in the attendance register using the appropriate codes.

In very exceptional circumstances, where it is in a student's best interests, there may be a need for a school to provide a student of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a student from attending school or another setting full-time, and a part-time timetable is used to help the student access as much education as possible. A part-time timetable will not be used to manage a student's behaviour.

A part-time timetable will:

- Have the agreement of both the school and the parent/carer the student normally lives with.
- Have a clear ambition and be part of the student's wider support, health care or reintegration plan.
- Have regular review dates which include the student and their parents/carers to ensure it is only in place for the shortest time necessary.
- Have a proposed end date that takes into account the circumstances of the student, after which the student is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a student with a long-term health condition may require a parttime timetable for a prolonged period.

Where the student has a social worker, the school will need to keep them informed and involved in the process. If the student has an education health and care plan, the school will discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

In agreeing to a part-time timetable, the school has agreed to a student being absent from school for part of the week or day and therefore, the absence will be recorded accordingly (normally using

code X or C2). Further guidance on part-time timetables can be accessed via the Anthem Reduced Timetable Guidance.

A Relational Approach

At Anthem Schools Trust we promote a relational approach – with high challenge but also high support. In the event of any attendance concerns we will always use a "support first" approach, where we aim to develop strong partnership working with our families, to understand and address any barriers to not attending school.

Sanctions

When our support first approach does not have impact, our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

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

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

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

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

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

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

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

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

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

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

the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

Notices to improve

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

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

They will include:

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

Supporting students who are absent or returning to school

Many students will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, examinations or variable moods. These students are still expected to attend school regularly - in many instances, attendance at school may serve to help with the underlying issue as being away from school might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attending in future.

School staff play a critical role in communicating this expectation to parents/carers and will also work alongside families to ensure that such circumstances do not act as a barrier to regular attendance by mitigating anxious feelings in school as much as possible.

Further information can be found on the DfE's non-statutory guidance on mental-health-issues-affecting-a-pupils-attendance-guidance-for-schools.

Some students face more complex barriers to attendance. This can include students who have long term physical or mental health conditions or who have special educational needs and disabilities (SEND). Their right to an education is the same as any other student and therefore the attendance ambition for these students should be the same as it is for any other student, but additional support may need to be provided.

In developing this support, the usual processes relevant to any attendance case apply:

- Understanding the individual needs of the student and family.

- Creating a voluntary Attendance Contract that sets out formal agreements between the family, the school and/or external professionals to provide support in order to improve attendance.
- Working in partnership with the student and family to put in-school support in place and working with other the local authority and other agencies where external support is needed (and available).
- Regularly reviewing and updating the support approach to make sure it continues to meet individual needs.

In cases of both long-term physical or mental ill health, school staff are not expected to diagnose or treat physical or mental health conditions, but they will work together with families and other agencies with the aim of ensuring regular attendance for every student. The school will:

- Facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible whilst supporting the underlying health issue.
- Consider adjustments to practice and policies to help meet the needs of students who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a student has a disability. Any adjustments should be agreed by and regularly reviewed with the student and their parents/carers.
- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxious feelings about school attendance.
- Make a sickness return to the local authority if a student is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the student will have to miss 15 consecutive school days or more for illness or the student's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.

For students with special educational needs and disabilities, the school will:

- Work in partnership parents to develop specific support approaches for attendance for students with special educational needs and disabilities, including, where applicable, ensuring the provision outlined in the student's education, health and care plan is accessed.
- Establish strategies for removing the in-school barriers these students face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.
- Consider adjustments to practice and policies to help meet the needs of students who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a student has a disability. Any adjustments should be agreed by and regularly reviewed with the student and their parents/carers.
- Ensure joined-up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate.

Where a student has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the student's needs, the school will inform the local authority.

Attendance monitoring

Monitoring attendance

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual student, year group and cohort level.

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

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

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

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

Analysing attendance

The school will:

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

Using data to improve attendance

The school will:

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

Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

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

Monitoring arrangements

This policy will be reviewed by the Trust as guidance from the local authority and/or DfE is updated, and as a minimum every two years.

Links with other policies

This policy links to the following policies:

- Child Protection and Safeguarding Policy
- Behaviour & Ethos Policy
- Anthem Attendance Ambitions
- Reduced Timetable Guidance

Appendix 1: Attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	Present (am)	Student is present at morning registration
****	Present (pm)	Student is present at afternoon registration
L	Late arrival	Student arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Student is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Student is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Student is participating in a supervised sporting activity approved by the school
W	Attending work experience	Student is on an approved work experience placement
B	Attending any other approved educational activity	Student is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Student is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Student is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Student is at a medical or dental appointment
J1	Interview	Student has an interview with a prospective employer/educational establishment
S	Study leave	Student has been granted leave of absence to study for a public examination
X	Not required to be in school	Student of non-compulsory school age is not required to attend

C2	Part-time timetable	Student is not in school due to having a part-time timetable
C	Exceptional circumstances	Student has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Student is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Student is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Student is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Student has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Student is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Student is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Student is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Student is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every student absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Student is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Student's travel to or attendance at the school would be prohibited under public health guidance or law

Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Student is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Student has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective student not on admission register	Student has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: Example staged and graduated approach

Please note, percentages are just a guideline, and students should be considered as individual cases, with number of episodes of absence also used as an indicator. Please also refer to the Anthem Attendance Ambitions guidance.

Attendance	Impact on learning	Interventions
99%-100%	Every student, every lesson, all the time	Inclusion in termly attendance incentives Attendance recognition certificates
97%-98.9%	Some learning opportunities are being missed	Class Teachers/Tutors to notify students when attendance falls below 98% and discuss reasons for unauthorised absence. Text message to be sent to parents/carers with 2% unauthorised absence as per half termly triggers.
94-96.9%	Risk of underachievement	Letter 1 to be sent to parents of students with 5% unauthorised absence. An attendance improvement plan to be developed with student and parent with targets for students with unauthorised absence of 5%.
91%-93.9%	High risk of underachievement	Letter 2 to be sent to parents of students with 8% unauthorised absence. Education Welfare Officer weekly discussion with Attendance Officers. Attendance officers develop an Attendance Support Plan with student and parent for students with unauthorised absence of 8% or more. Targeted Support meeting with the Local Authority Education Welfare Service. Referral to Education Welfare Service in targeted support meetings.
Under 90.9%	Severe risk of underachievement	Persistent Absentee letter to be sent to parents of students who have been classed as active persistent absentees. Letter 3 to be sent to parents of students with more than 15% unauthorised absence. Attendance Leads develop a Parental Contract with student and parent(s). Cases monitored by the Education Welfare Officer. Formal warning notices issued.
85%>		Case referred to the Education Welfare Officer Designated Safeguarding Lead/Headteacher to review the parental contract. Fixed Penalty Notice issued

Appendix 3: Deleting a student of compulsory school age from the admission register

Grounds for deleting a student of compulsory school age from the school admission register are set out in pages 6 -78 of the Working together to improve school attendance (July 2026)

Removal of students from the school roll

1. Legal framework

The only lawful basis for removing a pupil from roll is set out in:

The School Attendance (Pupil Registration) Regulations 2024, specifically in Regulation 9 (Grounds for deleting a pupil from the admission register).

A pupil must not be removed from roll unless one specific Regulation 9 ground applies. Any other removal risks being unlawful and viewed by Ofsted as **off-rolling**.

This sits alongside:

- Education Act 1996, s.436A – Local Authority duty regarding Children Missing Education (CME)
- Children Missing Education - statutory guidance 2025 for schools and trusts

2. When a child has moved out of area but has no new school yet

This situation is usually considered under:

Regulation 9(1)(g) – "Reasonable distance" (Ground G)

A pupil may be removed from roll where all of the following apply:

1. The pupil no longer normally lives within a reasonable distance of the school
2. The school has no reasonable grounds to believe the pupil will attend again
3. The pupil is not a boarder
4. The move is not temporary or occasional

There is no requirement for a new school place to be in place before removal under Ground G, however, robust checks and evidence are essential because of CME risk. (see section 4 below).

3. What is meant by "reasonable distance"?

The DfE deliberately does not define a set mileage. Statutory and LA guidance is clear that *reasonable distance is a professional judgment*, considering:

- Permanence of the move (not a short stay or temporary accommodation)
- Ability of parents to transport the child

- Length, cost and practicality of the journey
- Availability and safety of transport routes
- Any SEND, medical, or safeguarding vulnerabilities

A child moving “out of borough” or “into another LA” does not automatically justify removal. The test is practical ability and likelihood of continued attendance, not geography alone.

This example LA guidance from Bradford is useful here: [bso.bradford.gov.uk]

4. CME duties and process

Where Ground G is being considered, schools **must:**

1. Notify the home LA CME team when a pupil moves with unknown onward provision
2. Notify the receiving LA CME team if the family has moved to a new authority
3. Support reasonable enquiries into the child’s whereabouts
4. Transfer records via S2S / Lost Pupil Database once removed as set out in Children Missing Education - statutory guidance 2025

(Access to the S2S system requires authorization through the DfE secure access system)

5. Timing of removal – and why backdating is unlawful

Removal cannot be backdated

DfE advice is explicit:

- The date of removal must be the date the Regulation 9 ground is satisfied and the decision is made
- Backdating removal is unlawful under any circumstance

e.g. If the school only becomes aware on 10 March that a child moved in February, the lawful removal date is 10 March, not a retrospective February date.

Backdating breaks the admission and attendance register requirements, undermines CME tracking and exposes the school to off-rolling scrutiny.

6. What schools cannot do

The Headteacher cannot:

- Remove a pupil purely because they have moved house
- Remove a pupil without applying a specific Regulation 9 ground
- Remove a pupil to improve attendance data
- Backdate removal to reduce absence figures
- Remove a pupil while still believing they may return

All of the above risk unlawful deletion from roll.

To summarise, the law is very clear: pupils can only be removed from roll using Regulation 9 grounds. In move-out-of-area cases, Ground G may apply, but only where the move is permanent, attendance is no longer reasonably possible, and we have no grounds to believe the child will return. Removal cannot be backdated, and CME processes must sit alongside any decision."

7. Additional assurances for students who are vulnerable

If a student moves away (or parents request to EHE) and meets all the criteria for Regulation 9 – as set out above – but has a Social Worker or has an EHCP then further assurances are necessary at trust level prior to removing from the school roll. In cases such as this, schools must consult with the Head of Safeguarding and Director of Inclusion to seek approval prior to removal

Flowchart: Lawful removal from roll (move out of area)

When a student moves out of area use this flowchart to support removal from roll decision process:

Step 1 – Has the family confirmed the move?
Yes – date of move known - continue
No / unclear - Do not remove from roll

Step 2 – Is the pupil registered at another school?
Yes - Remove under Regulation 9(1)(a) (date registration confirmed)
No - continue

Step 3 – Is the move permanent (not temporary or occasional)?
Permanent - continue
Temporary / vague / short-term - Do not remove from roll

Step 4 – Does the pupil still normally live a *reasonable distance* from the school?
Consider:

- Journey length and practicality
- Transport availability
- SEND / health / safeguarding factors
- Parents' ability to get the child to school

Yes - Remain on roll
No - continue

Step 5 – Does the school have reasonable grounds to believe the pupil will attend again?
Yes - Remain on roll
No - continue

Step 6 – Safeguarding and CME actions
Notify home LA CME
Notify receiving LA CME (if different authority)
Support reasonable enquiries
Record all evidence

Step 7 - Does the student have an EHCP or a social worker?

Yes - Consult with Head of Safeguarding / Director of Inclusion to seek approval
No - continue

Step 8 – Lawful removal
Remove under Regulation 9(1)(g)
Ensure removal date is the date decision was made and never backdated
Transfer records via S2S / Lost Pupil Database

Suggested WORDING for recording the decision (Ground G)

Removal from roll: Regulation 9(1)(g) record

*Following confirmation from the parent/carer that the family relocated on **[date]**, the school considered whether the pupil continued to normally live within a reasonable distance of the school, having regard to journey length, transport availability, and parental capacity to secure attendance.*

*The school concluded that the move was **permanent**, the pupil no longer lives within a reasonable distance, and there are **no reasonable grounds to believe the pupil will attend again**.*

During this process the school has notified the Local Authority Children Missing Education teams and cooperated with reasonable enquiries, in line with statutory guidance.

*The pupil's name was therefore deleted from the admission register under **Regulation 9(1)(g) of the School Attendance (Pupil Registration) (England) Regulations 2024**, with effect from **[decision date]**.*

This decision was not backdated, and pupil records were transferred via S2S/Lost Pupil Database.

Appendix 4 – Form for parents to request a leave of absence

LincolnCarlton ACADEMY

LEAVE OF ABSENCE FORM

Please complete one form for each child.

In the 2013 amendments to the DFE regulations, guidance now states that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. If a leave of absence is deemed unauthorised, you may face a Fixed Penalty fine from Lincolnshire County Council.

I am requesting a Leave of Absence for my child.

Child's Name_____

Child's Class _____

Date of Birth _____

Dates your child will be absent (inclusive)

From _____ to _____

Reason for absence:

_____

_____

_____

_____

Please attach any evidence you have that you believe may deem the leave of absence as exceptional.

Signature of Parent/Carer _____ Date: _____