

# Attendance Policy

The following policy aims to ensure that the education for all children at Bordesley Green Primary school reinforces the **UN Convention on the Rights of the Child**.

**Article 6:** Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

**Article 28:** Every child has the right to a good quality education.

**Article 29:** Education must develop every child's personality, talents and abilities to the full.

**Adopted: September 2025**

**Next Review: September 2026**

History of previous changes:

Date	Page	Change	Reason for change
Sept 25	11	Policy updated to reflect the National Framework for Penalty Notices and when Notices to Improve, penalty notices and other legal interventions will be sought is not appropriate (e.g. for a holiday in term time), not successful, or not engaged with.	To bring policy in line with WTTISA guidance.
July 25	7	Section 5.2 edited regarding safe and well visit procedures where children are absent for 5 or more days due to illness.	To provide clear guidance for all stakeholders.
Sept 24	Throughout	Policy updated to reflect the statutory guidance laid out in the Department for Education's (DfE's) statutory guidance on <a href="#">working together to improve school attendance (applies from 19 August 2024)</a>	To bring policy in line with new guidance.
Sept 23	4	Section added explaining the '5 Foundations for Effective Attendance Practice' Framework.	Framework has been adopted by school to support with improving attendance.
Sep 23	13	Appendix added explaining the 5 Foundations in more detail.	As above
Sept 23	15	Appendix added explaining the new BGPS Absence Escalation model	Model for escalating concerns around absence adopted

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## 1. Aims

At Bordesley Green Primary school, we are committed to meeting our obligation 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 \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

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

We will also promote and support punctuality in attending lessons.

## 2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(August 2024\)](#) and [school attendance parental responsibility measures](#). 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 School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2024](#)

It also refers to:

- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- [Ofsted's 2025 framework toolkit](#)

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority

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

### **3.2 The headteacher**

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where pupils with SEND face in-school barriers

- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

### 3.3 The designated senior leader responsible for attendance

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

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

The designated senior leader responsible for attendance is Miss Lorna Burgess and can be contacted via the school office by calling (0121) **772 1601** or emailing [enquiry1@bordsgrn.bham.sch.uk](mailto:enquiry1@bordsgrn.bham.sch.uk)

### 3.4 Attendance manager

The attendance manager is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

The attendance manager is Mrs Nikki Dennelly and can be contacted via the school office by calling (0121) **772 1601** or emailing [enquiry1@bordsgrn.bham.sch.uk](mailto:enquiry1@bordsgrn.bham.sch.uk)

### 3.5 The School Attendance Team

At Bordesley Green Primary school, the school attendance team is made up of Miss L. Burgess (DHT), Mrs V. Jenkins (AHT – EYFS & Yr 1), Ms. S. Ahmed (Learning mentor), Mrs N. Dennelly (School office – Attendance lead) and Mrs N. Iqbal (Community Link worker). Also supported by Mrs M. Radu (Romanian Support Worker).

The school attendance team is responsible for:

- Carrying out any necessary safeguarding home visits
- Supporting the school attendance manager with admin and analysis attendance of individuals

- Providing support during school attendance meetings
- Mentoring with individual pupils
- Supporting families to improve attendance and punctuality, providing links to external agencies as required.

### 3.6 Class teachers

Class teachers are responsible for

- recording attendance on a daily basis, using the correct codes, and submitting this information to the school office twice a day (by 9am each morning and at the start of the afternoon session).
- Speaking to parents about the importance of good attendance before attendance levels become a concern.

### 3.7 School admin/office staff

School admin/office staff will:

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

### 3.8 Parents

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 are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence **before 9am** on the day of the absence and each subsequent day of absence, providing the reason for the absence and advise when they are expected to return.
- Provide the school with more than 1 emergency contact number for their child and ensuring these are kept up to date.
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting Miss Lorna Burgess who can be contacted via the school office by calling (0121) **772 1601** or emailing [enquiry1@bordsgrn.bham.sch.uk](mailto:enquiry1@bordsgrn.bham.sch.uk)

### 3.9 Pupils

Pupils are expected to:

- Attend school every day on time

## 4. Recording attendance

### 4.1 Attendance register

We will keep an attendance register, and place all pupils onto this register.

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

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

Any amendment to the attendance register will include:

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

See [appendix 1](#) for the DfE attendance codes.

We will also record:

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

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

The school day starts at 8.40am and ends at 3.20pm.

Pupils must arrive in school by **8.50am** on each school day.

The register for the first session will be taken at 8.55am and be submitted by 9.00am, Registers will be kept open until 9.25am. The register for the afternoon session will be taken at the start of the afternoon session and registers will close at 1.25pm for all year groups.

### 4.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9am or as soon as practically possible by calling the school office staff on **(0121) 772 1601** (see also section 7).

A message can be left on the school office number by pressing 1. The message must include the full name and class of the pupil, the reason for absence (if the reason is illness, parents should include details of the illness) and the expected date of return. If the pupil is to be off school for more than one day then the parent/carer is required to call and leave a message on **each subsequent day**.

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

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

Where a pupil is absent from school for 5 or more days due to illness or other authorised absences, parents will be contacted, and a safe and well visit may be arranged to see the child.

### **4.3 Planned absence**

#### **Medical/dental appointments**

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment and provides evidence of the appointment (e.g. appointment card/text).

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

#### **Other term-time absence**

Requests for leaves of absence should be made by contacting the school office (either by visiting in person or by emailing [office@bordsgrn.bham.sch.uk](mailto:office@bordsgrn.bham.sch.uk)). You will then be provided with a Leave in Exceptional Circumstances form which must be completed and returned to the school office in advance of the leave. This will then be passed to the Headteacher who will decide if the leave can be authorised and respond to the parent.

The pupil's parent/carer must apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

### **4.4 Lateness and punctuality**

A pupil who arrives late:

- Before the register has closed (9.25am) will be marked as late, using the appropriate code (L)
- After the register has closed (9.25am) will be marked as absent, using the appropriate code (U)

Lateness/punctuality is closely monitored and where punctuality becomes a concern we will write to parents in the first instance. If there is no improvement, we will then call the parents for a discussion, before inviting them to attend a meeting in school to identify ways that we can offer support to ensure punctuality improves.

### **4.5 Following up unexplained absence**

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

- Send an Intouch text message to the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If we have been unable to make contact with the parent, we will conduct a safeguarding home visit on day 2. If, following this home visit, the school cannot reach any of the pupil's emergency contacts, the school will make a referral to the Children Missing in Education (CME) Team and if deemed necessary make a safeguarding referral to CASS/the police.
- Identify whether the absence is approved or not

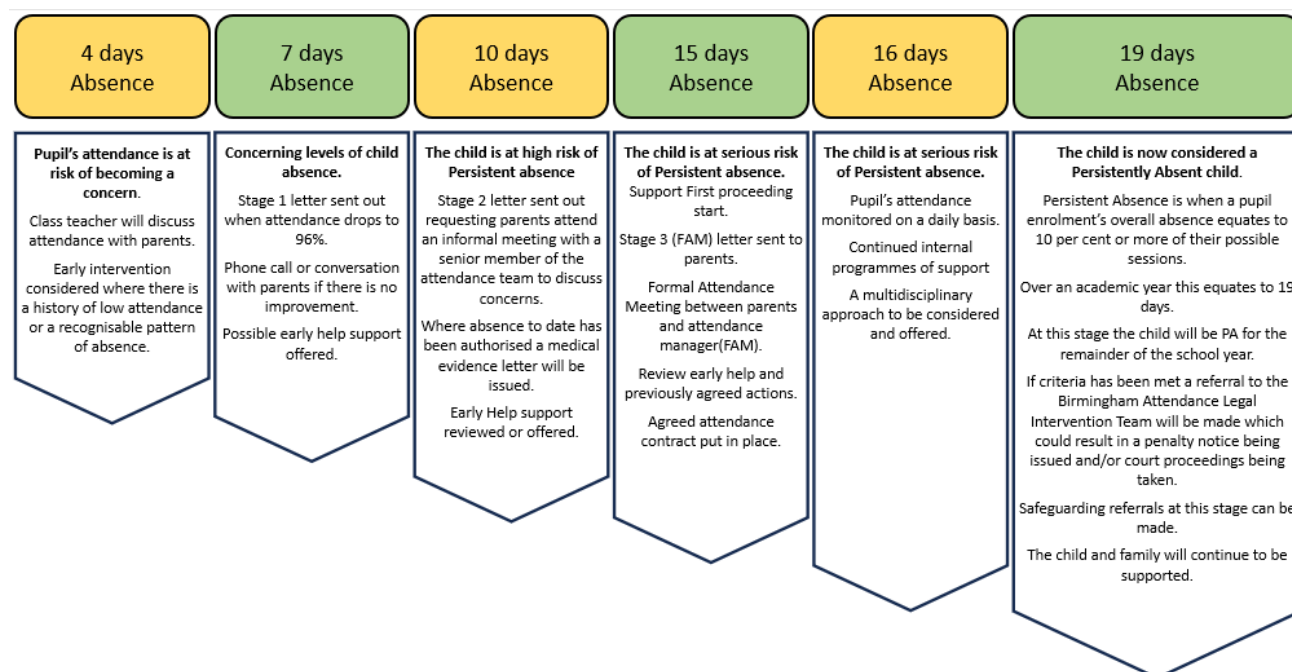
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session for which the pupil was absent
- Contact the parent on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention, as appropriate.

#### 4.6 Reporting to parents

The school will regularly inform all parents (see definition of ‘parent’, as used in this policy, in section 3.7 above) about their child’s attendance and absence levels, at termly parents evening appointments and, on each child’s, annual written report.

Where a pupil’s attendance starts to reach a level of concern parents will be informed by letter and, where necessary, invited in to school for an attendance meeting.

As a school, we have adopted a clear policy of escalation for dealing with poor attendance. In order to make this easier to understand we have based the escalation stages on the number of days missed rather than percentages missed. (See [appendix 3](#) for larger image)



## 5. Authorised and unauthorised absence

### 5.1 Approval for term-time absence

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

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

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

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

We define 'exceptional circumstances' as a death of a parent or sibling of the pupil, life threatening or critical illness of a parent or sibling.

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 context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office.

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 (see sections 5.2 and 5.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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

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

## 6. Strategies for promoting attendance

Bordesley Green primary school actively promotes and rewards good attendance and punctuality.

We believe that working together with parents is the best way to result in positive attendance outcomes for our children.

We have lots of high-profile rewards and systems in school to promote good attendance and punctuality with the children.

Stickers are given termly in recognition of good or better attendance (98% or above) with certificates being awarded to those children who also achieve this over the whole year.

We also have a weekly class attendance incentive called BGPS Attendance Monopoly. Each week, during assembly, we announce the top 3 attending classes in each of the phases across school (EYFS, KS1, Yr3&4 and Yrs5 & 6) with the winning class in each phase being awarded a weekly certificate as well as the chance to roll the dice and win a weekly treat on our Monopoly boards.

In addition to this we have an on-going annual attendance incentive, based on a league system, where classes are randomly paired up to compete against each other on a weekly basis, winning points for both the highest attendance and the best punctuality. The class across the whole school who is ranked highest each half term is also awarded the school attendance trophy, with the winning class at the end of the year winning additional class based treats.

Attendance is also celebrated through displays/posters in school, our school newsletter each term and through letters home where there has been a significant improvement in attendance levels.

## 7. Supporting pupils with poor attendance

Our school procedures follow a support first model expectation set out by the Department for Education in the guidance Working Together to improve school attendance (September 2024). Our procedures are based around the principles and stages of:

- Preventing poor attendance
- Building positive and understanding relationships with parents and children
- Early intervention and Early Help to address early patterns of poor attendance and agree ways to improve
- Targeted interventions (including Early Help and Formal interventions) for those children who are persistently absent or severely absent
- Understanding barriers to individuals' attendance and agree individual plans for children with specific needs.
- Formal Statutory Interventions where support has not been effective or engaged with.
- We will use attendance data, daily, weekly, half termly and termly to identify children whose attendance is declining and any concerning patterns of attendance.
- We will support pupils' parents and carers by working together to address any in-school barriers to attendance.
- Where barriers are outside of the school's control, we will discuss and offer support to parents, carers and pupils also signposting to the right voluntary support.

- Some students find it harder than others to attend school and will need targeted or specialist support.
- Attendance plans will consider individual needs.

We will use a Graduated Response - Assess, Plan, Do, Review, to inform all plans of intervention at each stage including offers of support either formal or informal

Attendance plans will be reviewed and where improvements haven't improved and barriers to attendance continue plans will be reviewed to understand the reasons for lack of change.

Records will be kept of attendance interventions and action plans

## 7.1 Formalised Support

Where a child of compulsory school age becomes persistently absent and early help has been refused, school will move to more formalized support arrangements. Where necessary, we 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.

### **Formal Attendance Meetings (FAM)**

When the school has done all it can to improve attendance using informal meetings and early help offers, and attendance continues to be a concern, parents will be invited to a 'Formal Attendance Meeting' (FAM). Letters will be sent to all parents, providing the date/time of the meeting (at least 7 days notice will be provided).

As part of this meeting, an attendance contract will be completed and agreed and signed by school and the parents. Attendance will then continue to be monitored for improvement over a 10 week period.

### **Notices to improve**

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

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

They will include:

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

### **Penalty notices**

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

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

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

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

Penalty notices will also be issued to families who take children of compulsory school age out of school, for a leave of absence during term time, resulting in children missing 10 or more sessions of school.

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

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

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

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

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

## 8. Attendance monitoring

At Bordesley Green Primary school, attendance and absence data as well as punctuality data is rigorously monitored at a whole school, cohort and individual level on a weekly basis. This helps us to quickly identify particular cohorts and individuals who require support to improve their attendance.

### 8.1 Monitoring attendance

The school will:

- Monitor attendance and absence data (including punctuality) weekly, half-termly, termly and yearly across the school and at an individual pupil, class and year group level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern

Specific pupil 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.

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

The school will 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.

## **8.2 Analysing attendance**

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils 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

## **8.3 Using data to improve attendance**

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including the special educational needs co-ordinator, designated safeguarding leads and the pupil premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

## **8.4 Reducing persistent and severe absence**

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Inform parents by letter when attendance becomes a cause for concern and is likely to become a persistent absentee
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education

- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 7.1, above)

See escalation model for further information on the processes we adopt at Bordesley Green Primary school ([Appendix 2](#))

## 9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by Lorna Burgess (DHT/ designated senior leader for attendance). At every review, the policy will be approved by the full governing board.

## 10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

## Appendix 1: attendance codes

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

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

<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	Pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
<b>Y1</b>	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> </ul>

		<ul style="list-style-type: none"> <li>Remanded to youth detention, awaiting trial or sentencing, or</li> <li>Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	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
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: BGPS Absence Escalation Model

