

Attendance and Punctuality Policy

Barford Primary School



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1. 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 (updated July 2026), 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 make sure 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 *Working Together to Improve School Attendance* (updated July 2026), together with the School Attendance (Pupil Registration) (England) Regulations 2024 and subsequent updates. The school will ensure its attendance procedures remain compliant with all current statutory attendance guidance and local authority requirements 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 Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments) ➤
<https://www.legislation.gov.uk/ukxi/2006/1751/contents>The Education (Penalty Notices) (England) (Amendment) Regulations 2013
<https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made> It also refers to:
- ➤ School census guidance
- ➤ Keeping Children Safe in Education
- ➤ Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

3.1 The governing body

The governing body 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

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, and/or authorising the designated senior lead for attendance Mrs E. Harrison to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including
 - where school transport is regularly being missed, and where pupils with SEND face in school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs

- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

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 Elizabeth Harrison and can be contacted via the main school office either in person or by telephone on 0121 464 3765.

3.4 The Attendance Officer

The school attendance officer 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/ Senior Attendance Lead (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Mrs R. Rolls and can be contacted via the main school office either in person or by telephone on 0121 464 3765 option 3.

3.5 Class teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office by the time the registers are to be closed.

Failure to follow register procedures correctly may result in safeguarding disciplinary measures.

3.6 Key Stage Leads

Key Stage leads are responsible for ensuring that all class teachers in their phase of education, closely and accurately adhere to the school's attendance policies, procedures and responsibilities. This will include the celebration and recognition of good attendance or improvements in attendance as well as proactively working with those who have lower attendance levels.

Key Stage leads will ensure that good attendance is the highest priority for all staff and ensure that staff in their phase are monitoring the attendance of their class and are proactive in taking appropriate action. They will ensure that their staff understand that they play a key role in ensuring their children's good attendance and as a result fulfil their attendance safeguarding responsibilities.

3.7 Front of House staff including the office and administrators

In the first instance parents calling in for absence will come through to the attendance officers' phoneline. If she is not available the telephone's answer machine has the ability for the caller to record a message. The attendance officer monitors the messages closely.

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls and or correctly share information (in a timely manner) from parents/carers to the attendance officer where appropriate, in order to provide them with more detailed support on attendance. The attendance officer will then liaise with the Pastoral Lead to ensure that meetings are set up and support is given quickly and effectively.

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 parents, whether they are married or not (as defined by the child's birth certificate).
- 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** and is **on time**
- Call the school to report their child's absence before 9.00 am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with at least two working emergency contact numbers for their child and ensure that any changes are made straight away e.g. change of phone number
- 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
 - Mrs R. Rolls (Attendance Officer) or Mrs G. Janagal (Pastoral Lead) who can be contacted via the main school office either in person or by telephone on 0121 464 3765.

3.9 Pupils

Pupils are expected to:

- Attend school every day, on time.

4. Recording attendance

4.1 Attendance register

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

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

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances Any amendment to the attendance register will include:
 - The original entry
 - The amended entry
 - The reason for the amendment
 - The date on which the amendment was made
 - The name and position of the person who made the amendment

See Appendix 1 for the updated DfE attendance codes.

We will also record:

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

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

Pupils must arrive in school before the close of their register on each school day. The register for the **morning** session will be taken at

Morning	Interim register on entry	Official registers to open at	Official registers to close at
Nursery	Fire Purposes	8.40 am	8.45 am
Reception		8.40 am	8.45 am

Years 1 to 4		8.40 am	8.45 am
Year 5 & 6	Fire Purposes	8.40 am	8.45 am

and will be kept open for no longer than 30 minutes after the session begins. Only the attendance officer will access the registers after the class register time has closed.

The register for the **afternoon** session will be taken at:

Afternoon	Interim register after lunch	Official afternoon registers to open at	Official afternoon registers to close at
Nursery	12.20 pm	1.35 pm	1.40pm
Reception	12.30 pm	1.35 pm	1.40pm
Years 1,2 &3	12.35 pm	1.35 pm	1.40pm
Year 4,5 & 6		1.35 pm	1.40pm

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9.00 am, or as soon as practically possible, by calling the school [admin/office] staff, who can be contacted via the school office on 0121 464 3765.

The attendance officer will send an initial text to all parents of pupils who are not at school unless they have already contacted the school office.

This will then be followed up by telephone contact by either the Attendance Officer or the Pastoral Lead, who is responsible for monitoring the attendance of vulnerable children.

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 3 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. In respect of children who may be deemed as vulnerable the absence may be actioned before the 3 days are reached.

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

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised if the pupil's parent notifies the school in advance of the appointment.

Parents are required to confirm appointment by sharing appointment cards, texts or letters from the e.g. NHS at the earliest opportunity.

However, we encourage parents 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, this could include coming to school before and after the designated appointment.

The pupil's parent must also 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 will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

The school's Attendance Officer (who liaises with the Pastoral Lead) is located on the main school gate so that:

- They are the first line of contact with parents to ascertain reasons for late arrival.
- They can monitor families who are late on more than one occasion and may need support.
- They can help parents understand the importance of being in school on time and the impact that even a few minutes late can have on their child's education.
- They can offer immediate/signpost support for parents to improve attendance.
- Targeted intervention starts at the earliest opportunity.

The school monitors lateness by using the InVentry system which links to the school's MIS system. The attendance officer monitors punctuality on a weekly basis and the same process is followed as it would be for attendance:

- Class teacher conversations with parents, incentives and expectations
- Assistant Head Teacher conversations with parents
- Inclusion team intervention (Attendance Officer or Pastoral Lead)
- Pastoral Lead (uses Birmingham's Support First guidance)
- Inclusion Lead (Deputy Head Teacher) meeting with
parents

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:

- Text then calls the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may: carry out a home visit, request a police safe and well check or contact other relevant agencies.
- 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(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving outside agencies and offer early help via the Pastoral Lead.

- Where relevant, report the unexplained absence to the pupil's social worker
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with the school will follow Birmingham's attendance guidelines which may include issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate

4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent,' as used in this policy, in section 3.7 above) about their child's attendance and absence levels. This will include:

- Half termly attendance certificates sent home with the SOL attendance diamond
- Parent meetings with class teachers, leaders, and the attendance team – End of year reports

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

As leave of absence will only be granted in exceptional circumstances, leave of absence for the purpose of a family holiday will not normally be granted. Requests will only be considered where the headteacher is satisfied that exceptional circumstances apply and appropriate evidence has been provided.

Exceptional circumstances will be considered on an individual basis.

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

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

The school considers each application for term-time absence individually, considering 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, at least two weeks before the absence, and in accordance with any leave of absence request form, accessible via from 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 and medical/dental appointments (see sections 4.2 and 4.3 for more detail)

Religious observance – the school follow Birmingham Local Authority guidance. 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, performers (e.g. fairground / circus), 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
- Attending work experience
- 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

5.2 Sanctions

The school follows Birmingham Local Authority guidance. Birmingham Local Authority attendance information can be found [here](#)

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 request for a penalty notice, it will follow the guidance from the local authority's legal intervention team. Before issuing a penalty notice, the school will consider the individual case, including:

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

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

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

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

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

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

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

Notices to improve

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

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

They will include:

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

6. Strategies for promoting attendance

The school works hard to promote high levels of attendance for all. Barford uses the SOL Attendance Diamond to be clear about the school's expectations with parents (see appendix). We celebrate good levels of attendance and celebrate children who increase their attendance levels in weekly rises. We recognise these improvements in classrooms, assemblies, newsletters and parents' evenings.

Strategies to Improve Attendance			
1	Register Time – positive experience for children.	Daily	Class teachers offer a positive first experience of each school day by extending a warm good welcome. This may include warm affirmations such as, ‘it’s really lovely to have you back in school today, we missed you’
2	Sharing of Weekly Sol Tracker with children in class.	Monday	Class teachers filter the weekly tracker and share praise and reward for all children's rises in attendance or maintaining high levels. Teacher will put children on the interactive attendance display in each classroom.
3	Attendance Rewards	Monday	Class teachers will allocate rewards based on the weekly successive rises on the tracker as follows: • 1 rise = child gets given a sticker. • 2 rises = 1 raffle ticket per child added to the pot and two children are drawn from the pot for an attendance cupboard prize. • 3 rises / green arrow = 2 raffle tickets per child added to the pot and two are drawn for an attendance cupboard prize. Attendance Monitors will manage the prize cupboard and reward time.
4	Celebration Assemblies		Standards leads will lead celebration assemblies which will include the sharing of each classes attendance percentage and number of raffle tickets earned this week. Each class will bring their attendance tub and transfer raffle tickets to the main display boards tub. The attendance office will update the board each Friday.
	Persistent & Severe Absentees / Formal Attendance monitoring (FAM) Children		Rewards Cards with Mon – Friday listed in circles for two weeks at a time Children with historical issues around PA (last year and this year) or on (FAM) visit the AO daily for a stamp in their card. Once they have a complete set of stamps for consistent attendance across the two weeks, they trade it in for a small reward (to be decided).

7. Supporting pupils who are absent or returning to school

We monitor and analyse all children's attendance and absence data so that we may identify pupils or cohorts that require support with their attendance.

	<u>Attendance Category</u>
	<u>Group 1 (Green): No Concern</u> if absences authorised The child attends 97% - 100% of the time.
	<u>Group 2 (Yellow): Concern</u> The child attends 95% - 96.9% of the time.
	<u>Group 3 (Amber): Risk of Underachievement</u> The child attends 93% - 94.9% of the time.
	<u>Group 4 (Pink): Severe Risk of Underachievement</u> The child attends 90% - 92.9% of the time.
	<u>Group 5 (Red): Extreme Risk of Underachievement</u> The child attends for 0% - 89.9% of the time.

Responsibility for monitoring and acting upon attendance concerns

<u>Attendance Range</u>	<u>Responsibility</u>
96% -100%	Class Teachers
93% - 95.9%	Class Teacher and Key Stage Inclusion Lead
90% - 92.9%	Pastoral Team (Pastoral and Attendance Lead) Inclusion Leads (DSL)
PA 89% - 50%	Pastoral Team (Pastoral and Attendance Lead) With Safeguarding Lead (DSL)
SA Below 50%	Pastoral Team (Pastoral and Attendance Lead) With Safeguarding Lead (DSL)

The SENDCO will be involved at any relevant point of attendance needs.

Class teachers play a very important role within all of these ranges. They will work closely with the children, families and Inclusion Team.

Assistant Head Teachers will be responsible for having an overview of all children whose attendance is falling or at a concerning level in their allocated year groups as well as the strategies and interventions to be

put in place. Children's levels of attendance are directly linked to and impact upon their attainment.

7.1 Pupils absent due to complex barriers to attendance

The school takes an active and inclusive approach to breaking down attendance barriers. Each case will be looked at on a one-to-one basis and the attendance and pastoral team will seek positive strategies to support a continual improvement.

7.1a Pupils with a Social Worker

Children who have a social worker are recognised as being particularly vulnerable to poor attendance and outcomes. The school will work closely with social workers, family support services and other agencies to identify barriers to attendance at the earliest opportunity and provide appropriate support to improve attendance and engagement. Attendance of these pupils will be monitored as a priority.

7.1b Young Carers

The school recognises that caring responsibilities may affect a pupil's attendance. Where a pupil is identified as a young carer, the school will seek to understand the impact of those responsibilities, offer appropriate support and work collaboratively with external agencies and the family to reduce attendance barriers wherever possible.

7.2 Pupils absent due to mental or physical ill health or SEND

The school takes an active and inclusive approach to breaking down attendance barriers. Each case will be we looked at on a one-to-one basis and the attendance, and pastoral team will seek positive strategies to support a continual improvement.

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

Any part-time timetable will be used only where it is in the best interests of the pupil, agreed with parents/carers, clearly documented, regularly reviewed and intended as a temporary intervention. The school will work towards a planned return to full-time education as soon as appropriate

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

The school takes an active and inclusive approach integrating children back into full time education. Each case will be we looked at on a one-to-one basis and the attendance and pastoral team will seek positive strategies to support a continual improvement.

8. Attendance monitoring

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether there are particular groups of children whose absences may be a cause for concern

The school will compare attendance data to the national average and share this with the governing board.

8.1 Monitoring attendance

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

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.

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

The Attendance Officer will have completed the attendance tracker before the accountability meeting so that the Inclusion Team can identify:

- Patterns of absence.
- Patterns of lateness.
- Patterns of medical appointments.
- Correct and consistent use of absence codes across the school.
- Trends in reasons for absence will be analysed termly, for example use of the C code, leave of absence and exclusions.
- Trends in particular groups (SEN, FSM, ethnic groups, gender), years will be identified half termly.
- Attendance data will inform action planning and will be linked to the school development plan and future revisions of the Whole School Attendance Policy.
- The impact of interventions half termly via Barford's Attendance Tracker for attendance under 90%.

Frequency and nature of feedback of attendance data to the:

- Governors – termly
- Staff – on-going (weekly attendance tracker sharing)

- Children – ongoing via assemblies and weekly tracker sharing time
- Parents –ongoing via workshops/newsletters

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 using the attendance tracker to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

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.

Particular focus will be given to pupils who are persistently absent, severely absent, have a social worker, are subject to Child Protection or Child in Need plans, are young carers, are disadvantaged, have SEND, or are otherwise identified as vulnerable. Attendance support for these groups will be prioritised and reviewed regularly.

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 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 5.2, above)
- The school's SOL accountability meeting guide provides details of how the school targets attendance alongside Birmingham Authority Guidance.
- The school will follow the most up-to-date Birmingham Local Authority Attendance Guidance, Local Code of Conduct for Penalty Notices and any subsequent attendance frameworks published by the local authority.

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum once a year or in light of any new government legislation.

At every review, the policy will be approved by the full governing body

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Home Visits
- DFE guidance (including working Together to improve School Attendance)which can be found [here](#)

Appendix 1: Attendance codes

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

Attendance codes will be reviewed annually and updated as necessary in line with any changes issued by the Department for Education or amendments to attendance regulations. Staff responsible for attendance recording will receive regular training to ensure codes are applied consistently and accurately.

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school

P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered

Absent – leave of absence

C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination

X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a parttime timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		

Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law

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

Appendix 2: Barford's leave of absence (legal) process and templates

The following Barford documents and letters of correspondence to parents / carers are to be used by the attendance officer. They utilise Birmingham Local Authority templates, the forms include:

- [Authorised leave of absence - home school contract](#)
- [Leave of absence \(legal\) process](#)
- [LoAA leave of absence agreed letter](#)
- [LD1 request for leave denied letter](#)
- [LD2 leave taken letter](#)
- [Leave of absence request form](#)

The link to this appendix and the documents within it can be found [here](#).

Appendix 3: Barford's Support First guidance and templates

The following Barford documents and letters of correspondence to parents / carers are to be used by the attendance officer. They utilise Birmingham Local Authority templates, the forms include:

- [Notice to improve](#)
- [BCC Support First framework](#)
- [FAM pro forma and attendance contract](#)
- [Invitation to FAM letter](#)
- [Medical absence and no authorisation letter](#)
- [PF1 Post FAM 'thank you for attending' Letter](#)
- [PF2 Post FAM 'did not attend' Letter](#)
- [PF3 Post FAM 'contract refused' letter](#)
- [Rearranged FAM letter](#)
- [Support First legal action - information for parents](#)
- [Notice to Improve](#)
- [Optional Invitation to an attendance support meeting](#)

The link to this appendix and the documents within it can be found [here](#).

Appendix 4: Birmingham Local Authority online attendance referral forms

Online referral forms

[Submit a leave of absence referral](#)



[Submit a Support First referral](#)



The link to the above forms can be found [here](#).

Appendix 5 - Attendance Officer Daily Log

<i>Attendance Officer Daily Checklist</i>	
Time	Task
8.15-8.25	Year 5 / 6 doors Collect mobile phones
8.25-8.40	Absence line check / email
8.40-9.00	Lates with Pastoral lead
9.00-9.30 am	Check registers, sweep using initial registers and print official fire registers and hand to office manager.

9.30 am <u>1st day absence response</u> (without notification of absence) 1. Home visit if vulnerable child AO records home visit on Bromcom PL records on MY CONCERN Home visit if child has any recent contextual issues but is not yet on the vulnerable list. 2. Additional calls during the day if no response from parent (non-vulnerable) Code as N then change to appropriate code at the end of the day if contact has been made (non-vulnerable) If concerns arise at any point a home visit will take place e.g. poor attendance <u>2nd day absence response</u> Continue with calls during the second day if no response from parent (non-vulnerable / no contextual issues) Code as N then change to appropriate code at the end of the day if no contact has been made. <u>3rd day absence response</u> If there is still no contact with parent regarding child's absence a home visit will be done. Following the home visit and there has been no communication and the child has still not been seen, then a CME (Child Missing in Education referral is completed and sent off) CME Contact can be found here. N codes will be changed to O code (unauthorised) If the child has been seen the code with either be changed to I – ill , M – Medical or O for unauthorised e.g. fabricated illness (Pastoral team to support using Birmingham's Support First Guidance)	1) Absence list printed, amend in light of new absence reasons. 2) Send absence text message to parents (9.30am) Dear Parent / Carer, Please contact the school office on 0121 464 3765 option 1 as soon as possible about your child's absence. If you do not speak to someone, please leave a message. If AO is not at desk, the phone must go on forward so that it records a message. AO must check the message service regularly throughout the day. 3) Meeting between AO and Pastoral Lead (10.00am) 4) Pastoral lead to meet AO to look through the daily absence list and to distribute and prioritise actions including parents to call (pastoral lead) and home visits to carry out. Pastoral Lead to update AO throughout the calls so AO can update Bromcom • Update Bromcom registers with codes and notes. • Do not accept 'ill' (use script for office / AO / PL) • Add note to all N codes e.g. text sent, no response • Feedback from pastoral lead (update Bromcom) Complete by 11.15 am At the end of every day an N code report should be printed. Outstanding N codes will be a priority the following day. 1.35 – 1.40pm Paper registers e.g. supply in class to be inputted by the office manager. 1.45 Pastoral Lead to check all registers have been completed and check numbers on the office wall match. If there are any discrepancies inform the office manager and Business Manager.
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	12.00-1.30 pm OPAL Play Team
1.30-2.00pm	Lunch
2.00 pm	Unauthorise all unexplained absences - Change N codes to O from previous day

	Support first Paperwork and meetings
3.10 pm	Barford Road gate
3.20 pm	Lates – Record accurately and pass record book to office manager for fines to be applied.
3.30- 4.00 pm	Complete outstanding attendance tasks.

Weekly Tasks (Attendance Team)

Tracker sharing by class teachers	Monday AM	Quality assure the tracker sharing process through classroom checks	
Accountability Meeting	Monday	Lead, AO and Pastoral Lead to meet and agree actions for all Children with red downwards arrows and record on the Sol tracker. Review actions from the previous week and update the tracker record where follow up is required	All tracker admin should take place during the accountability meeting. Refer to 'Accountability Meeting Guidance' shared by Sol.
Tracker actions admin	Tuesday	Send letters 1, 2, and 3 to parents, along with any LD1 / LD2 letters.	
	Tuesday	Make attendance phone calls as per the tracker actions. Leave a voicemail if there is no response.	All tracker actions should take place within the same week as they were agreed.
Term Time Leave Admin	Thursday	Confirm that all LOA requests have been passed to the Headteacher, with the Lead copied into the email. Record all known destinations and expected return dates in the comments on the register. Do not add the coding in advance. Ensure all PN applications have been submitted to the LA. Update Term Time Leave Log.	
Hold Parental Meetings	Thursday / Friday	Invite parents to meet on Thursday Friday Complete all necessary paperwork for offers of EH or SARM. If parent does not attend, Pastoral Lead to immediately send alternative date for reschedule.	Refer to Sol Tracker update guidance.

Housekeeping	Friday PM (1)	Check all N codes have been amended to O codes (see routine above) Check all C codes have comments and are in line with expectations. Check B, D, and E codes and ensure all are in line with expectations and report to Lead.	There should be no N codes or empty sessions at the end of each week.
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		Check Empty Session Entries. Go to 'Reports / Attendance / Attendance Analysis Exports'. Change 'Children' to 'Empty Sessions' and set the date range from 1 st September to date. Export. Add any planned absences in the comments for individual Children (e.g. medical appointments). Do not add the code in advance.	Empty sessions will create missing marks once enrolment dates have been amended. E codes should be checked by the Lead against the suspension log for that week, ensuring that dates and length of suspension match.
Tracker Update	Friday PM (2)	Once all PM registers have been saved, check that all missing marks have been cleared from 1 st September – to date. Update the Sol Tracker and save Master as well as a dated copy. Share dated copy of the Sol Tracker with all staff.	
Review vulnerable list on Bromcom group	Friday (ready for the coming week)	Lead and Pastoral Lead to confirm the Bromcom list of vulnerable is accurate.	This list will form the priority daily first day calls used by the AO.

Weekly Tasks (Class Teachers)

Register taking	Daily	- Bromcom registers completed and saved, with only '/' (present), or 'N' (absent with no reason provided) recorded through roll call. - Any marks already recorded in the register by the office staff should not be amended by the class teacher. - Class registers saved by 8.50am.	
Sharing of Weekly Sol Tracker with Children	Monday	- Class teachers filter the weekly tracker (shared by AO via email) and share praise and reward for all Children with green and gold arrows. - Hide all Children with a 'red' downwards arrow.	Teachers to refer to conversation prompts and Sol slides on filtering the tracker to share with the class.
Attendance Rewards	Monday morning	Class teachers allocate rewards based on the weekly successive rises on the tracker as follows: 1 rise = student gets given a sticker. 2 rises = 1 raffle ticket per student added to the pot and two Children are drawn from the pot for an attendance cupboard prize. 3 rises / golden arrow = 2 raffle tickets per student added to the pot and two are drawn for an attendance cupboard prize and a lunchtime queue jump with a friend.	
Weekly conversations with parents (Stage 1)	Throughout the week	- Once actions are shared by the Lead, class teachers have informal conversations with parents to discuss Children's first period of absence. - Class teachers to reply to the AO by email confirming all conversations have taken place by Friday that same week.	See 'conversation prompts' provided by Sol to support with informal attendance conversations with parents.

Half Termly Tasks (Attendance Officer)

Check the contextual data on Sol Attendance Tracker	Start of each half term	Run the Sol Contextual report and review all key subgroups including: • Pupil Premium numbers • FSM numbers • Check all CLA data is accurate
Enrolment Status Checks	Start and end of each half term	• Run the Sol Contextual Report and check the enrolment status column to ensure all Children are 'Single Registration' if there are no Dual Registered Children, 'Dual Main' if they are attending another provision, or 'Dual Subsidiary' if they are attending here on a managed move.
Update TIG Sheet	End of each half term	• Run the School Summary Report via 'Reports / Administration / School Summary Report' • Keep 'include leavers' ticked. Deselect 'Statutory Age Only'. Select 'Filter to Specific Year Group' and select R-Y6. • Export to Word • Input all data required for the TIG for the current half term. • Adjust the comparison column to suit the specific data analysis. Amend the heading to reflect the dates being compared. • Add narrative to the data including leavers, pending or completed CME cases, suspensions, any significant illnesses that have impacted specific groups.

Review Leavers folder		Spot Check the Leavers folder and ensure: • The Leavers Report is printed from Bromcom and filed at the front of the folder. • Spot checks are completed on evidence held, including signed removal from roll forms.
Weekly		
Tracker Sharing	Class Teacher	Praise for all Children with improved attendance or who have maintained 100%
Classroom Arrows	Class Teacher / Children	XL Golden arrow, L '3 or more' arrow, M '2' arrow, S '1 arrow' in each classroom on the board, as well as individual student names with Velcro/blu-tac. • During the weekly tracker sharing, Children or class teacher moves student names on to the corresponding arrow.
Attendance Cupboard Weekly Reward	Children / AO	Class teachers allocate rewards based on the weekly successive rises on the tracker as follows: • 1 rise = student gets given a sticker. • 2 rises = 1 raffle ticket per student added to the pot and two Children are drawn from the pot for an attendance cupboard prize. • 3 rises / golden arrow = 2 raffle tickets per student added to the pot and two are drawn for an attendance cupboard prize and a lunchtime queue jump with a friend.
Class Attendance Matters Tubs*	Attendance Monitors / AO	• As soon as the attendance draws have taken place in class, AO and Attendance Monitors collect the classroom attendance raffle boxes and fill the attendance tubs with the remaining raffle tickets (don't forget to include the Children who have won prizes!) • AO to update the front of the tubs with the cumulative attendance for each class up until the previous Friday.
Half Termly / Termly / Yearly		
Persistent Absentees / SARM Children	AO	• Rewards Cards with Mon – Friday listed in circles for two weeks at a time Children with historical issues around PA (last year and this year) or on SARM visit the AO daily for a stamp in their card. Once they have a complete set of stamps for consistent attendance across the two weeks, they trade it in for a small reward (to be decided).

Flowchart of CME Process



