



Attendance and Absence Policy

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MAPLE INFANTS' SCHOOL ATTENDANCE AND ABSENCE

~ TOGETHER WE LEARN AND GROW ~

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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AIMS

At Maple Infants' School we promote excellent attendance for **all** pupils in order to ensure that they reach their full potential. We expect all of our pupils and families to share this ethos and we work together with parents in order to achieve high levels of attendance and punctuality throughout our school.

EVERY DAY IS IMPORTANT

Pupils need to attend school regularly to benefit from their education. Poor school attendance leaves pupils vulnerable to falling behind and children with poor attendance often achieve less in school.

We expect all families to ensure that their children attend school regularly and are on time.

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the statutory guidance on [Working together to improve school attendance](#) from the Department for Education (DfE). We aim to achieve this through our whole-school culture and ethos that values good attendance, which includes:

- 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.

Good attendance is important because:

- Statistics show a direct link between under-achievement and absence
- Regular attenders make better progress, both socially and academically
- Regular attenders often respond quicker to the routines for school, learning and friendships

Attending school regularly and on time has a positive impact on learning, progress and therefore the best life chances for pupils. Research shows that attendance and punctuality are important factors in school success. We believe that through attending school every day on time children and young people will get the best start in life.

LEGISLATION AND GUIDANCE

This policy is based on the DfE's statutory guidance on [Working together to improve school attendance](#) 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](#)

Maintained schools: 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 2013](#)

The [Equality Act 2010](#)

It also refers to:

[School census guidance](#)

ROLES AND RESPONSIBILITIES

At Maple Infants' School, we believe that attendance is everyone's responsibility

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
- The Safeguarding, Children and Families Committee is responsible for attendance. The Link Governor for Attendance is Elvira Cartledge.

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
- Authorising the Local Authority to 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 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

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 Claire Barwell and can be contacted via the School Office (office@maple.rbksch.org or 020 83993341).

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 when the criteria is met for a fixed-penalty notice to be issued and once authorised by the head teacher, complete the referral to the local authority.

The attendance officer is Gill Grandison and can be contacted via the School Office (office@maple.rbksch.org or 020 83993341).

Class teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, marking them present or absent accordingly (see Appendix 1) and submitting this information (via SIMS) to the school office by making sure they have saved SIMs within 15 minutes of the register being taken.

The School Office team will accurately record reasons for absence once known, which may be before the school day has begun. Class teachers must inform the office team if they have any communication with parents about absences so that the correct procedures can be followed.

Class teachers will also:

- Ensure that all children are welcomed and feel a sense of belonging
- Liaise with Attendance Officer or Designated Senior Leader for Attendance on matters of attendance and punctuality and communicate any concerns
- Support pupils who have been absent to engage with their learning once they are back in school
- Discuss link between attainment and attendance at parents' evenings

School office staff

School office staff will:

- Receive communication from parents/carers about absence on a day-to-day basis and record it on the school system using the correct codes (see Appendix 1). Usually this is via telephone call or email
- Manage communication between parents and carers and appropriate school staff when necessary in order to provide them with more detailed support on attendance e.g. following up with information or arrange telephone calls or face to face meetings with relevant staff
- Ensure that any amendments made to the register will follow the expectations as outlined in this policy
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
 - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

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:

- Ensure that their children arrive in school well prepared for the school day and 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, and advise when they are expected to return

- Provide the school with more than 1 emergency contact number for their child. If the child is in the Early Years Foundation Stage, provide more than 2 emergency contact numbers, where possible.
- 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 any members of the senior leadership team or Office Manager, Dawn McKinley. Staff members can be contacted via the School Office (office@maple.rbsch.org or 0208 3993341).

Pupils

Pupils are expected to:

- Attend school every day, on time

RECORDING ATTENDANCE

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 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.

The main school day starts at 8.45am and ends at 3.15pm. Nursery sessions run from 8.30am – 11.30am and 12.30pm – 3.30pm.

Pupils must arrive in Morning Nursery by no later than 8.30am and within the main school (Reception – Year 2) by no later than 8.45am on each school day. For pupils attending the Afternoon Nursery, they must arrive no later than 12.30pm.

Registers will be taken at the above times when the children arrive at school. The register for the second session is taken at 12.45pm for Reception, 1pm for Year 1 and 1.15pm for year 2.

Registers will be kept open for 30 minutes after the registration time.

School attendance, safeguarding and children missing education

School attendance and punctuality is also monitored as part of the school's safeguarding procedures. In some cases, concerns regarding attendance and punctuality may be referred to the Single Point of Access team within the Local Authority.

A child going missing from education is a potential indicator of abuse or neglect. School staff will report any children that go missing from education to the Designated Safeguarding Lead or the Head Teacher, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools are required to make the local authority aware of every registered pupil who fails to attend school regularly and any children who have been absent from school, where the absence has been treated as unauthorised for a continuous period of not less than **5 school days**.

The attendance lead and the Designated Safeguarding Lead work closely together to manage risks, ensure appropriate multi-agency engagement where necessary, so that children and young people receive the appropriate level of early help or statutory intervention to ensure they attend school regularly.

Any child who currently has a child protection plan who is absent at Maple Infants' School without explanation for **two days** will be referred to their key worker's Social Care team.

Adding and removing a pupil's name from attendance register

If a pupil no longer requires a place at Maple Infants' School, then the parent must provide written confirmation regarding when the pupil will be leaving the school.

Maple Infants' School will notify the local authority when we are about to remove a child's name from the school's admissions register. This duty does not apply when a pupil's name is removed from the admission register at standard transition points.

When removing a pupil's name, the notification to the local authority must include;

- the full name of the pupil
- the full name and address of any parent with whom the pupil normally resides
- at least one telephone number of the parent
- the pupil's future address and destination school if applicable
- the reason the pupil's name is being removed.

Unplanned absence

Parents **must** notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by 9am or as soon as practically possible.

Parents may telephone the school office (020 8399 3341) or email the office to report their child's absence office@maple.rbksch.org

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, or the absence has continued over a period of time (e.g. 5 days). We may therefore at times ask for medical evidence to be provided such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

We will also ask for medical evidence to be provided to authorise any absences as illness in the final week of a school term.

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.

Not all illnesses requires an absence from school.

For minor childhood ailments such as coughs and colds, we do not expect children to be absent. However, when a parent makes the assessment that their child is unfit for school they should follow the above absence process. Please see the NHS guidance here, which families may find of use: <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment. We generally request for parents to provide appointment letters/notifications for this type of absence.

Please contact the school office via telephone, email or in person to provide advanced notice for this type of absence.

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.

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 'Authorised and Unauthorised Absences' to find out which term-time absences the school can authorise

Lateness and punctuality

Punctuality to school is crucial. Lateness into school causes disruption to the individual pupil's learning and also to other pupils. It can also cause distress for the pupil arriving late.

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 will make contact with any families where lateness is a concern and will seek to work in partnership with families to improve punctuality. Families may be referred to the Education Welfare Service if lateness continues to be a concern.

Following up unexplained absence

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach a parent, then we will start to call all of the pupil's emergency contacts. If we have not been able to ascertain where the child is then we will make a home visit. If we still have been unable to get a response then we may report the child's absence to the police **as the child may be classed as a missing child.**
- 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 an education welfare officer
- Where relevant, report the unexplained absence to the pupil's youth offending team 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, the school may issue a notice to improve, penalty notice or other legal intervention (see below) as appropriate.

Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy) about their child's attendance and absence levels (e.g. via parent evening meetings, if their child's attendance falls below 90% or becomes a concern – half termly).

Following regular internal school monitoring, should your child's attendance become a concern, then the school will inform you in writing and invite you to attend a meeting to discuss this.

The school will also report every child's attendance in the summer term via the pupils' annual written reports.

AUTHORISED AND UNAUTHORISED ABSENCE

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. At Maple Infants' School each request is carefully considered and the Head Teacher decides whether exceptional circumstances can be identified.

Exceptional circumstances are by their nature very hard to define. At Maple Infants' School each request is carefully considered and the Head Teacher decides whether exceptional circumstances can be identified. We define 'exceptional circumstances' as unique one off events that cannot reasonably be carried out at any other time. These circumstances are rare, short and significant.

Please be aware that if a pupil's attendance is already at or below 90% then it is highly unlikely that any leave of absence request, except for medical reasons, will be authorised.

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, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least two 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.

Please note that only absences relating to medical reasons or illness will be authorised during specific assessment periods for certain year groups. These are as follows;

- Year 1: phonics screening week in June (and also any Year 2 pupils who did not take the phonic screening check or are required to re-take the check)

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

- Illness (including mental-health illness) and medical/dental appointments. Please be aware that any absence due to illness that falls in the final week of a school term will only be authorised if medical evidence is provided.

- 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

Sanctions

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.

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 local authority on advice from the school can fine parents for the unauthorized absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school consider it appropriate to issue a penalty notice, it will refer the parent to the local authority.

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 (please be aware that each day consists of 2 sessions – morning and afternoon)
- 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). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process. In these cases, the parent must pay £60 within 21 days, or £120.

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.

What happens if your child is persistently late?

- Pupils who are persistently late are disrupting not only their learning but also that of other pupils. Ongoing and repeated lateness is considered unauthorised absence and will be subject to legal action.
- Parents of pupils who have patterns of lateness will be contacted to discuss the importance of good time keeping and how this might be achieved. If lateness persists, parents will be invited to attend the school and discuss the problem and support offered.

STRATEGIES FOR PROMOTING ATTENDANCE

Maple Infants' school promotes good attendance with our children and families as we want our pupils to succeed and develop their skills. To do this, pupils need to avoid missing lessons and days of school as much as possible.

When parents have received letters highlighting concern about attendance or punctuality, letters are also sent to recognise when attendance has improved. Weekly attendance percentages are displayed in the entrance area of the school.

SUPPORTING PUPILS WHO ARE ABSENT OR RETURNING TO SCHOOL

Due to the age of the children at Maple Infants' School, it is essential that we work in close partnership with parents to support pupils' attendance and their return to school.

When supporting pupils to return who have been absent due to complex barriers to attendance, mental or physical ill health, SEND, or after a lengthy or unavoidable period of absence, we would endeavour to carry out the following;

- Meet with parents and listen to their concerns and their perception of barriers

- Where appropriate speak to the child about their feelings, worries and views
- Identify an appropriate plan for how the child may return as appropriate to support their personalised needs
- Review return as regularly as necessary to support progress.

Each individual case will require a personalised approach; however, any intervention or reasonable adjustment will be timely and appropriate, well-chosen and targeted.

For each of the situations below we may do the following in addition to the above:

Pupils absent due to complex barriers to attendance, which may include being disadvantaged, being known (or previously known) to children’s social care or being a young carer:

- An attendance contract may be put in place to support progress towards improved attendance
- School based interventions may be offered: come in through school office, time limited part-time timetable so child can build success and confidence, short term personalised curriculum, especially to support emotional needs, alternative provision
- External interventions or referral may be offered: referral/consultation with Behaviour Support team, Educational Psychologist, CAMHS, Mental Health Team, Early Help/Family support Services
- A home-school communication book may be established to maintain clear communication between parents and staff

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

- If appropriate, the attendance policy will be implemented alongside the Children with Health Needs who Cannot Attend School and Supporting Pupils with Medical Conditions policies
- School based interventions may be offered: soft starts, come in through school office, time limited part-time timetable so child can build success and confidence, short term personalised curriculum, especially to support emotional needs, alternative provision
- External interventions or referral may be offered: referral/consultation with Behaviour Support team, Educational Psychologist, CAMHS, Mental Health Team, Early Help/Family support Services
- A home-school communication book may be established to maintain clear communication between parents and staff

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

- Soft start: parents/child may be given the option to arrive through the school office where the child will be welcomed by an adult known to them
- A home-school communication book may be established to maintain clear communication between parents and staff to support the child’s return

Prolonged absence for children in the EYFS

Our absence procedures apply for all children across the school. This therefore means that for any child within our EYFS where there are cases of prolonged absence, or when a child is absent without notification, we will attempt to contact the child’s parents and alternative emergency contacts as outlined in our policy.

When deciding whether a child’s absence should be considered prolonged, we will also consider the:

- Patterns and trends in the child’s absences and their personal circumstances
- Vulnerability of the child and their parents, as well as the circumstances of their home life

We will also implement our safeguarding procedures (see our Safeguarding and Child Protection Policy) and refer any concerns to local children’s social care and/or request a police welfare check.

ATTENDANCE MONITORING

Attendance is monitored and analysed regularly and systematically at Maple Infants' School, looking carefully for any patterns.

The persistent absence threshold is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil will be classed as a persistent absentee. Punctuality is also monitored regularly alongside overall attendance.

The Education Welfare Officer meets regularly with the Head Teacher to monitor attendance with specific attention of any pupils whose attendance is 90% or lower.

If a pupil's attendance rate falls below 90% or punctuality becomes a concern, then parents will receive a half termly letter advising them of the school's concern. Attendance and punctuality will continue to be monitored and if there is no improvement parents will be invited to a meeting with the Head Teacher or Attendance Officer. Should attendance continue to cause a concern, the involvement of the Education Welfare Officer will be requested by the school. Individual attendance data and parent contact details will be shared with the Education Welfare Officer should a referral be necessary.

Monitoring attendance

The school will monitor attendance and absence data (including punctuality) daily, weekly, 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 that data can be accessed regularly and securely.

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

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

Analysing attendance

Maple Infants' 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

Using data to improve attendance

Maple Infants' 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 below)

- Provide regular attendance reports to class teachers or senior leaders, 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 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

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
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Closer monitoring - daily attendance monitoring for some children
- Write to parents regularly should attendance levels of a pupil meet persistent or severe absence measures
- 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

MONITORING ARRANGEMENTS

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every 3 years by the Head Teacher. At every review, the policy will be approved by the full governing body.

LINKS WITH OTHER POLICIES

This policy links to the following policies:

- Child protection and safeguarding policy
- Positive behaviour & regulation 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
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 part-time 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: <ul style="list-style-type: none"> • 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