



St. Peter & St. Paul CE Primary School, Burgh-le-Marsh
“Striving for excellence together in a caring Christian community.”
RESPECT COMPASSION COURAGE



ATTENDANCE POLICY

Responsible: Governing Body

Agreed: September 2024

To be reviewed: ANNUALLY (or earlier if legislation changes)

Reviewed: September 2025 (added link to vision and values), October 2025 (updated letter to parents)

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SUMMARY OF EXPECTATIONS

CHILDREN MUST BE IN THE SCHOOL BUILDING AND READY TO START LEARNING BY 8:45AM.

CHILDREN ARRIVING AFTER THIS TIME ARE LATE AND MISSING LEARNING.

- Gates are opened at 8:30am to allow time to get everyone into the school building school before 8:45am.
- Registers are taken at 8:50am and are officially closed by the office at 9am.
- Children are classed as late (L) if not in class when registers are taken and will be given an unauthorised mark (U) if they arrive after registers close. These will be determined by the Office and/or the Headteacher.
- Parents must inform school of absence by 8:45am on the first day of absence. If we cannot establish a satisfactory reason for absence or lateness (whether it is one-off or regular), we will address this through our safeguarding procedures, which may involve referring the matter to Children’s Services for further advice or action.
- Registers are also taken at 1:15pm at the beginning of the afternoon session.
- The school day finishes at 3:15pm and children are released to parents as soon as possible after this.
- Any children not collected from the playground by 3:25pm will be taken up to the office to be supervised until collection. Parents arriving late to collect their child after 3:25pm should head to the office.
- If children are not collected by 3:30pm on any given day without a satisfactory reason for one-off lateness being given in advance, this will be noted on our incident recording system and addressed through our safeguarding procedures, which in may involve referring the matter to Children’s Services for further advice or action.

1. Introduction and aims

We are committed to providing a full, enjoyable and effective education for all children. We believe that all children benefit from the education we offer and therefore from daily school attendance. The school attendance policy underpins our vision and values by recognising that regular attendance is essential for every child to flourish within our caring Christian community. Consistent attendance enables children to engage fully in the curriculum and in the wider life of the school, thereby supporting their academic, social, and spiritual growth. It reflects our value of courage, as children show resilience in maintaining good attendance; respect, as they value both their own education and the learning of others; and compassion, as regular presence strengthens relationships and ensures mutual support within the school community. In promoting high standards of attendance, we uphold our commitment to striving for excellence together.

To this end we will do as much as we can to ensure that all children achieve maximum possible attendance and that any problems, which may impede full attendance, are acted upon as quickly as possible. It is expected that children at our school achieve at least 95% attendance.

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](#), 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.

Parents should note that our school is not required to continually issue individual prior warning letters about the school's stance on term-time holidays. General ParentHub reminders (such as this) and the Attendance Policy being on the website are sufficient notification to parents of the school's position (i.e. term-time holidays may lead to a Fixed Penalty Notice being issued by the Local Authority).

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance](#) (applies from 19 August 2024) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- 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](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- [Ofsted's 2025 framework toolkit](#)

3. Roles and responsibilities

3.1 The governing body

The governing body is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Holding the headteacher to account for the implementation of this policy
- 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
- Ensuring that Attendance Governors meet regularly with school staff responsible for attendance and that they report back to the governing body.

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 authorizing the Senior Administrator 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 can be contacted via the school office.

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 Administrator (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is can be contacted via the school office.

3.5 Class teachers

Class teachers will:

- Be visible at the classroom doorway/on the playground from 8:30am-8:45am each morning to welcome children into school.
- Record attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1)
- Submit this information to the school office at 8:50am and 12:20pm.
- Monitor patterns of lateness or absenteeism and communicate concerns with parents or guardians promptly.
- Identify any barriers to attendance, such as academic struggles or social issues, and provide extra support where needed.
- Collaborate with school attendance officers or pastoral staff to address individual cases of persistent absenteeism.
- Establish strong relationships with children and families to create a welcoming, supportive classroom environment.

3.6 School office staff

School office staff will:

- Take calls and electronic messages from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls and electronic messages from parents/carers to classteachers, Senior Leaders or the ELSA where appropriate, in order to provide them with more detailed support on attendance

3.7 Parents

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

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

Parents are expected to:

- Make sure their child attends every day on time
- Contact the school to report their child's absence by 8:45am on the day of absence (and each subsequent day of absence), and advise when they are expected to return. This is to be done via the school office (telephone 01754 810241 and select the option to report an absence, in person or via attendance@burghschool.org.uk),
- Provide the school with more than 1 emergency contact number for their child
- 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 the classteacher, Senior Leaders or the ELSA via the school office in the first instance.

3.8 Pupils

Pupils are expected to:

- Attend school daily.
- Arrive on time and be appropriately prepared for the day.
- Tell a member of staff about any problem or reason that may prevent them from attending school.

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 DfE attendance codes.

We will also record:

- For pupils of compulsory school age, 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 school day starts at 8:45 and ends at 3:15pm. Pupils must arrive in school by 8:45am on each school day. The register for the first session will be taken at 8:50am and will be kept open until 9am. The register for the second session will be taken at 1:15pm and will be kept open until 1:25pm.

4.2 Unplanned absence

The child's parent/carer must notify the school of the reason for the absence by 8:45am on the first day of an unplanned absence (telephone and select the option to report an absence, in person or via attendance@burghschool.org.uk). We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

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

4.3 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. 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 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

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:

- Call 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 contact other bodies, including other schools (where siblings are known to attend), Children's Services or the police. Normal safeguarding procedures will be invoked.
- 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 it may be necessary to issue a notice to improve, penalty notice or invoke 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 via the Parenthub app, which updates daily. We will also send half-termly reports via Integriss.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

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 for employment or for admission to another educational institution
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

We define 'exceptional circumstances' as (this list is not exclusive):

- Bereavement/critical illness of immediate family member
- Ceremony involving immediate family
- One-off educational/cultural opportunities
- Children with Education, Health, Care Plans referring to school attendance

➤ Children with medical/well-being plans referring to school attendance

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 in writing (which includes email) as soon as it is anticipated and, where possible, at least 2 weeks before the absence. The headteacher may require evidence to support any request for leave of absence.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – a pupil is a mobile child if their parent is travelling in the course of their trade or business and the pupil is travelling with them. In these circumstances a pupil will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place 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

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

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

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

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil

- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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.

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.

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.

A notice 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.

It 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, or prosecution considered, 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

Education Supervision Order

In cases where voluntary early help plans and contracts have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but **not** criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

6. Strategies for promoting attendance

Attendance can be encouraged in the following ways:

- Accurate completion of the registers at the beginning of each session.
- Automatic updates given to parents for their children via the ParentHub app on a daily basis.
- Attendance summaries sent to parents for their child and each class after each 'small' term (T1-T6).
- Recognition of individual 100% attendance every 'small' term (T1-T6)
- End of year award (e.g. certificate) for 100% attendance achieved throughout the year. Attendance is 100% if there has been no absence.
- Identifying and supporting children who have attendance problems in advance of the transition between Key Stages, including KS2 and KS3. This should include the sharing of relevant information with the destination school.
- Establishing a mechanism for working with those parents who are concerned that their children may be experiencing difficulty in attending school. This may be, for example, through our ELSA.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

At our school, we are committed to addressing the needs of pupils who face complex barriers to attendance, ensuring they receive the support they need to fully participate in school life. We work in partnership with families to understand the specific challenges each child faces, fostering an open and compassionate dialogue that aligns with our Christian ethos of care and inclusion.

We maintain regular communication with parents and carers to identify and address barriers to attendance, such as social, emotional, or environmental factors. Through collaborative meetings, we develop personalized attendance plans, taking into account any family circumstances or external challenges impacting the child's ability to attend regularly. We also work with external agencies where appropriate, including health professionals, social services, and educational specialists.

To support pupils with complex barriers, we implement a range of strategies aimed at creating a welcoming and inclusive environment. These may include:

- **Tailored Support Plans:** We develop individual action plans that address specific needs, such as offering pastoral support, adjustments to the school day, or providing quiet spaces for pupils who struggle with social anxieties.
- **In-School Interventions:** Our SENCO, pastoral team, and other support staff work closely with pupils to remove barriers such as learning difficulties, emotional distress, or behavioural challenges, ensuring they receive the support necessary to thrive.
- **Flexible and Gradual Reintegration:** For pupils with significant barriers, we may implement a phased return to school or a flexible timetable, ensuring the child feels comfortable and supported throughout their reintegration.

Through collaboration with families and a focus on personalized strategies, we aim to reduce barriers to attendance and create an environment where every child feels valued and supported.

7.2 Pupils absent due to other barriers to attendance

At our school, we are committed to supporting pupils who are absent from school due to mental or physical ill health, being disadvantaged, being known (or previously known) to children's social care, being a young carer or as a result of their special educational needs and disabilities (SEND). We recognize the importance of maintaining a nurturing, inclusive environment rooted in Christian values of care, compassion, and community, and we strive to ensure that all children, regardless of their circumstances, feel supported and valued. Part of Ofsted's criteria for 'expected standard' for attendance and behaviour says that any reasonable adjustments and/or interventions should be timely and appropriate, well-chosen and targeted.

We understand that close collaboration with families is essential to effectively supporting pupils with health concerns or SEND. We maintain open and regular communication with parents and carers to ensure that we are aware of the child's needs and circumstances. Meetings may be held to discuss the child's progress, the impact of their health or SEND on their education, and how we can work together to provide the best possible support. Where appropriate, we may work alongside health professionals, therapists, or other external agencies to ensure that the child's needs are fully understood and addressed.

The school may make a range of reasonable adjustments to support pupils with mental or physical health conditions or SEND. These adjustments are tailored to meet the individual needs of each child and may include:

- Flexible Attendance Plans: We may develop a phased return to school or adjust attendance expectations to accommodate the child's medical appointments or health requirements.
- Modified Curriculum: For children unable to attend school regularly, we may provide access to tailored learning resources that allow them to continue their education at home. This may include virtual learning opportunities or learning packs.
- Classroom and Environmental Adjustments: We may make physical adjustments to the learning environment to ensure it is accessible and conducive to the child's well-being. This could include changes in seating arrangements, sensory support, or providing assistive technologies.

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 related to the pupil's needs, the school will inform the local authority.

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

In 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.

When deciding whether a child's absence should be considered prolonged, we will 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 child protection policy) and refer any concerns to local children's social care and/or request a police welfare check.

When a child returns to school following a lengthy or unavoidable period of absence, our school is committed to providing a supportive and nurturing environment to aid their reintegration. Our approach is centred on pastoral care, academic support, and the promotion of well-being, ensuring each child feels welcomed and valued within our school community.

Pastoral care is a key component of our support strategy. Children may be provided with opportunities for regular one-to-one check-ins with a designated staff member, allowing them to share any concerns or challenges they may face upon their return. Additionally, we encourage peer support by pairing the returning child with a class buddy to help them readjust to the school routine and re-establish social connections. Spiritual well-being is also considered, with opportunities for prayer and reflection being offered in line with the school's Christian ethos.

We understand that absences may lead to gaps in learning, and as such, we may develop a personalised learning plan for each child, identifying any areas where additional academic support may be required. This may include one-on-one or small group interventions to help the child catch up with their peers. Flexibility may be offered around homework and classwork to ensure the child is not overwhelmed as they transition back to full participation in school life.

Collaboration with parents is a fundamental part of this process. Regular communication between school and home may ensure that the child's progress and any emerging needs are closely monitored. Where appropriate, we may recommend referrals to external services or counselling to provide further emotional support. We also offer faith-based support for families, recognising the importance of the school community in fostering a child's overall well-being.

Finally, we aim to celebrate and welcome the return of children following extended absences. Through positive gestures we ensure that the child feels valued and included as they re-join our school family.

In line with our values, we are committed to the care and development of every child, ensuring they receive the necessary support for a smooth and successful transition back to school following any period of extended absence.

8. Attendance monitoring

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) at least half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level. Pupils causing concern will be monitored more closely on a fortnightly, weekly or even daily basis.

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 body.

8.2 Analysing attendance

The school will:

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

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to classteachers to facilitate discussions with pupils and families, and to the governing body and school leaders (including 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

8.4 Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- 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)

9. Links with other policies

This policy links to other policies, including:

- Child protection and safeguarding policy
- Behaviour policy
- Supporting pupils with medical conditions
- EYFS policy

Appendix 1: Attendance codes

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

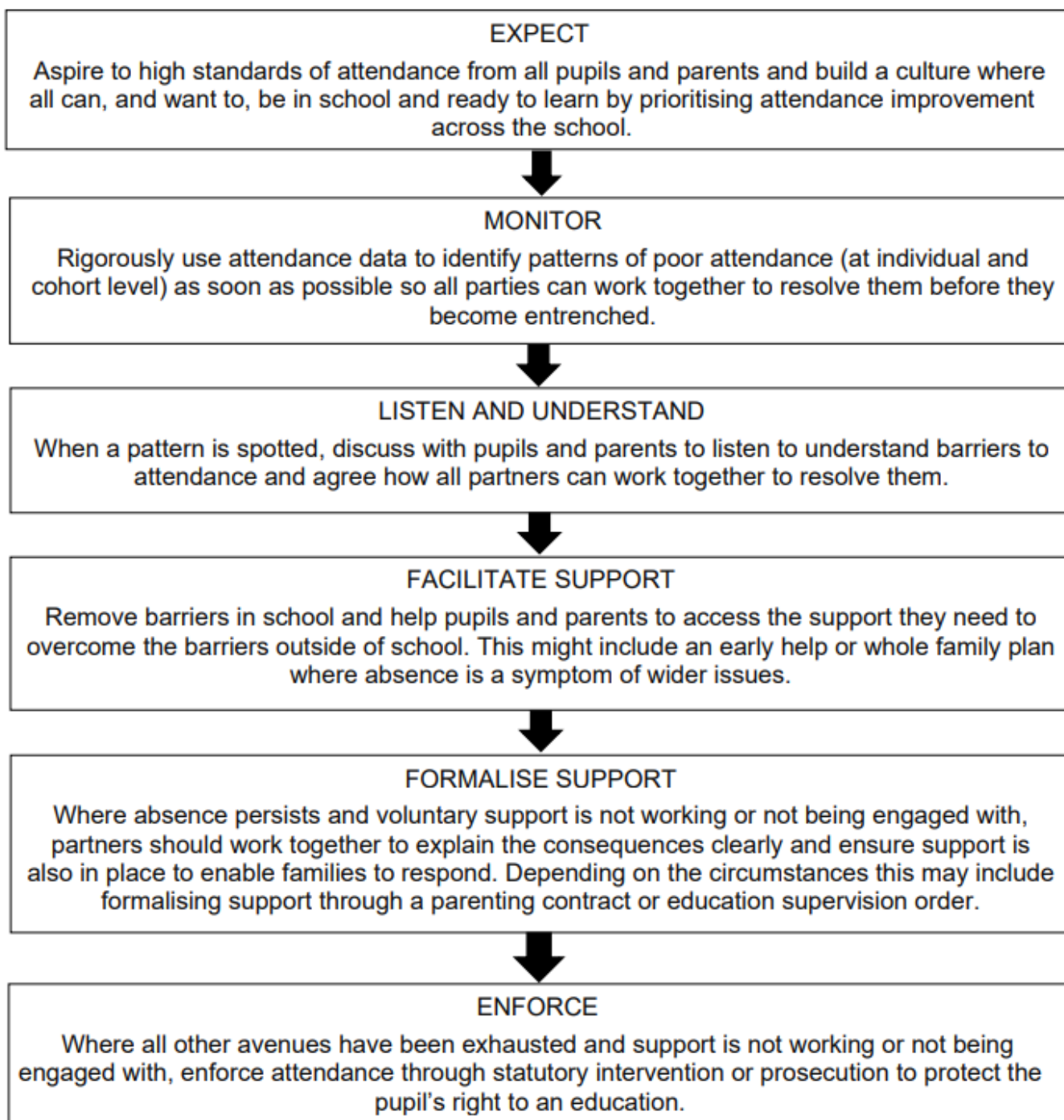
Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	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

Appendix 2: Responding to low attendance, non-attendance and lateness

When a pupil does not attend or is persistently late, the school will respond effectively. Our response will be guided by the following principles:



Appendix 3: Requests for absence

Holidays, Term-Time Absence & Persistent Absence – What Parents/Carers Need to Know

IT IS YOUR RESPONSIBILITY TO READ THIS INFORMATION:

Taking your child out of school during term time, whether for holidays or other reasons, can disrupt their education and may lead to unauthorised absences. If your child misses 10 or more sessions (5 days) without agreement, this could result in a penalty notice from the Local Authority. This applies to both term-time holidays and persistent non-attendance without a valid reason. Please speak to the school if you're unsure or need support with attendance.

As part of our commitment to maintaining high levels of school attendance, we would like to inform you about some important changes regarding holidays/leave of absences in Term Time. These changes align with the Department for Education (DFE) updated guidance on improving school attendance, effective from 19th August 2024 in collaboration with the Local Authority.

The DFE emphasises that term-time holiday/leave of absences should be avoided. Absences during this time can significantly impact your child's education. We kindly request that you plan holidays/leave of absences during school holidays to minimise disruption in learning. Any such absences will be recorded as an unauthorised absence.

If you believe there are exceptional circumstances that require a term-time holiday/leave of absence, please submit a written request to the school as soon as possible. We will assess each case individually and provide guidance accordingly. However, if we determine that the circumstances do not qualify as exceptional, we will notify you in writing, indicating that you may be subject to a penalty notice issued by the local authority, which could result in legal action, please see below.

Penalty notices and Prosecution.

A Penalty Notice issued for unauthorised absences is 5 days (10 sessions) with in a 10 week period.

A Penalty Notice can be issued under the following legislation:

Section 7 of the Education Act 1996 places upon parents a duty to ensure that their child receives efficient full-time education either by regular attendance at school or otherwise.

Where a child is a registered pupil at a school and the parent fails to ensure that child's regular attendance at school the parent is liable to be prosecuted for a criminal offence under Section 444 of the Education Act.



THE ST. PETER & ST. PAUL CE PRIMARY SCHOOL

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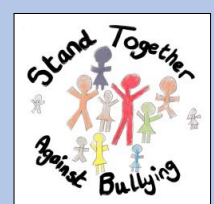
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www.burghschool.org.uk



@BurghSchool



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LINCOLN
THE CHURCH
OF ENGLAND



making
physics
matter



In cases where this duty is not being fulfilled Section 444B of the same Act empowers the Local Authority to issue a Penalty.

See below for further information:

Penalty Notice	Details
First Notice in a 3 year period:	Issued to each parent. Charged at £80 if paid within 21 days £160 if paid within 28 days.
Second Notice in a 3 year period:	Issued to each parent. Charged at a flat rate of £160 if paid within 28 days.
Third Notice in a 3 year period:	Alternative action should be taken, for example prosecution or other attendance legal interventions. Fines per parent are capped at two within any three-year period. If a parent is prosecuted for their child's non-attendance, they could face a magistrates court appearance and a fine of up to £2,500 and/or prison. Cases found guilty in Magistrates' Court can show on a Parents future DBS certificate, due to failure to safeguard a child's education.

It is important to note that fines are a last resort, and parents are offered support from the school regarding attendance concerns and are discouraged from taking holidays in term time. It is also important to note that if there are also attendance concerns, then further action can be taken in the form of Penalty Notices for persistent/non-attendance unauthorised absences. Please refer to our attendance policy for more information.

Thank you for your cooperation in ensuring that your child's education remains a priority. If you have any questions, or you would like any support with the attendance of your child, feel free to contact the school office or Headteacher.

Yours sincerely,



Mr. D. Hurdman
Headteacher



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