Djanogly Sherwood Academy

Attendance Policy

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Our Vision

Where Everyone Belongs, Thrives, and Achieves
At Djanogly Sherwood Academy, we are ambitious for every child. We believe that education transforms lives, and our mission to create confident "world-changers" begins with cultivating an environment where every pupil feels safe, valued, and excited to walk through our doors each morning.

We recognise that attendance is never simply a percentage, a register mark, or a set of statutory targets. True attendance is a reflection of **belonging, emotional well-being, and genuine human connection**. When children know they are seen, understood, and missed when they are absent, regular attendance becomes a natural outcome of a safe and nurturing school experience.

Core Attendance Principles

- **A Culture of Belonging and Relational Warmth:** From morning greetings at the gates to calm, positive welcomes for pupils arriving late, our academy removes anxiety and replaces it with belonging. We treat every interaction with compassion, ensuring school is an emotionally safe space where pupils know their presence matters.
- **Support Before Sanction:** We champion a child-centred, graduated approach grounded in empathy and early help. Barriers to attendance—whether linked to emotional-based school avoidance, neurodiversity, physical illness, or family vulnerability—are met with listening ears, therapeutic interventions, and collaborative problem-solving.
- **Shared, Collective Responsibility:** Attendance is an active, whole-school commitment. Leaders, teachers, support staff, families, external partners, and governors share collective ownership in removing barriers, celebrating progress, and maintaining unconditional positive regard for every learner.
- **Recognising Effort and Distance Travelled:** We reject punitive or isolating systems that penalise vulnerable or chronically ill learners. Instead, our recognition framework celebrates personal progress, growth, resilience, and small wins, building intrinsic motivation and pride within every child.
- **Proactive and Forensic Insight:** Guided by evidence-informed practice and multi-tiered support (MTSS), we use data purposefully—not for data's sake, but to flag unmet needs early, mobilise targeted interventions, and ensure no child slips through the net.

Our Promise to Every Sherwood Learner

Whether you are an **Explorer, Adventurer, Pioneer, or Trailblazer**, your journey matters. Through our 5 Rs; **Respect, Resilience, Relationships, Reflection, and Resourcefulness**, we walk alongside our children and families, dismantling barriers to learning and ensuring that every child is empowered to approach their future with the confidence to dream big.

Introduction

Tapestry Learning Partnership (Tapestry) believes that good attendance at school has a direct impact on good progress and achievement. It is important for children and young people to attend regularly in order to maximise both their learning and their social and emotional development. Children and young people who miss a lot of school may feel left out and will not have the same shared experiences as their classmates and may find it difficult to follow what is going on in the classroom. Missing school trips, special events and break time may affect

their ability to make friends at school. Being in school gives children and young people more time to interact with teachers and classmates. Irregular school attendance is a contributory factor in social exclusion and underachievement. We expect children and young people to attend regularly and arrive on time.

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all children and young people
- Promoting good attendance and the benefits of good attendance.
- Reducing absence, including persistent and severe absence.
- Ensuring every child and young person 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.

Legislation and guidance

This policy is based on the 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
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

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

This policy also complies with Tapestry's Funding Agreement and Articles of Association.

Roles and responsibilities

The Board of Trustees

The Board of Trustees (the Board) is responsible for:

- Setting high expectations for all Tapestry Headteachers/Principals, staff, children and young people and parents/carers.
- Recognising and promoting the importance of school/academy attendance across Tapestry's policies and ethos.
- Making sure Tapestry and its' schools/academies have high aspirations for all children and young people and adapt processes and support to their individual needs.
- Monitoring attendance figures for the whole of Tapestry

The Headteacher/Principal

The Headteacher/Principal is responsible for:

- The implementation of this policy at the school/academy.
- Monitoring school-level absence data and reporting it to Governors and Directors of Education.
- Supporting staff with monitoring the attendance of individual children and young people.
- Monitoring the impact of any implemented attendance strategies.
- Issuing fixed-penalty notices, where necessary.
- Working with the parents of children and young people with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for children and young people with SEND, including where school/academy transport is regularly being missed and where children and young people with SEND face in-school barriers.
- Communicating with the Local Authority when a child or young person with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the child or young person's needs.
- Communicating the school/academy's high expectations for attendance and punctuality regularly to children, young people and parents/carers through all available channels.

Tapestry Attendance Team

The Tapestry attendance team is responsible for:

- Driving attendance improvement across Tapestry.
- Working more intensively with schools/academies who require support to improve attendance.
- Acting as a central contact point for schools/academies with attendance queries.

- Liaising with the DfE's regional teams for advice about wider support programmes.
- Regularly reviewing and challenging attendance data and helping school/academy leaders focus improvement efforts on individual children and young people or cohorts who need it most, through termly attendance review meetings with each individual school/academy.
- Working with school/academy leaders to set goals or areas of focus for attendance and providing support and challenge.
- Ensuring dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data.
- Reporting to the Board on all aspects of attendance across Tapestry.

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/academy.
- 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 children and young people, parents/carers and external agencies, where needed.
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues.
- Creating intervention or reintegration plans in partnership with children and young people and their parents/carers.
- Delivering targeted intervention and support to children and young people and their families.

The designated senior leader responsible for attendance is Hayley Keen and can be contacted via email H.Keen@sherwood.djanogly.org **or 0115 942 1301.**

The School Attendance Officer

The School Attendance Officer at each school/academy is responsible for:

- Monitoring and analysing attendance data (see Attendance Monitoring).
- 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/Principal.
- Working with Education Welfare Officers to tackle persistent absence.

The Attendance Officer is Lian Shipston and can be contacted via email l.shipston@sherwood.djanogly.org **or 0115 942 1301.**

Class teachers/form tutors

All class teachers/form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office for checking.

In the United Kingdom, teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children and young people.

Teachers should:

- Monitor the daily attendance of their children and young people. They should maintain accurate attendance records, noting both present and absent students.
- Encourage children and young people to arrive at school/academy on time each day. Punctuality is essential for a smooth start to the school/academy day and minimises disruptions in the classroom.
- Identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the child or young person, their parents/carers and relevant support services.
- Maintain open lines of communication with parents/carers regarding attendance. They should inform parents of any concerns about a child or young person's attendance or punctuality.
- Provide academic and emotional support to children and young people who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.
- Strive to create a positive and welcoming classroom environment where children and young people feel motivated and engaged. Be alert to potential barriers to attendance, such as bullying, health issues or family problems. Identifying these barriers and reporting them to school/academy staff can lead to effective interventions.

Office staff

Office staff will:

- Office staff attend the weekly **Wellbeing and Attendance Meetings** alongside senior leaders, the Attendance Officer, Family Support Worker (FSW), and SENCO.
- Accurately record any absences we have received by parents and carers via email or phone.
- **Unexplained Absence Follow-Up:** Office staff / the attendance team execute first-day calling procedures for any unexplained absence to ensure pupils are

safe, establish the reason for absence, offer support, and maintain communication between home and school.
- Along with senior leaders and the attendance team, staff provide a calm, positive greeting for children arriving late, ensuring they enter class sensitively and without anxiety.
- They log late marks before and after the close of registration to maintain accurate statutory records and monitor cumulative punctuality concern.

Parents/carers

Where this policy refers to a parent/carer, it refers to the adult the school/academy 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 or young person (i.e. lives with and looks after them).

Parents/carers are expected to:

- Make sure their child or young person attends every day, on time.
- Call the school/academy to report their child or young person's absence before 8:45am on the day of the absence (and each subsequent day of absence) and advise when they are expected to return.
- Provide the school/academy with at least 2 emergency contact numbers for their child or young person.
- Ensure that, where possible, appointments for their childor young person are made outside of the school/academy day.
- Keep to any attendance contracts that they make with the school/academy and/or Local Authority.

Seek support, where necessary, for maintaining good attendance, by contacting the attendance officer who can be contacted via email l.shipston@sherwood.djanogly.org **or 0115 942 1301.**

Children and Young People

- **Regular and Punctual Attendance:** Children are expected to attend school regularly, arrive on time each morning, and be prepared to learn.
- **House System Participation:** Every pupil belongs to a school House (Aspen, Elm, Sycamore, Pine, or Oak) and is expected to earn house points and ClassDojo points through effort, positive conduct, and teamwork.
- **Active Participation in Inclusive Routines:** Pupils are encouraged to engage in assemblies (e.g., Lyfta global learning), participate in OPAL play cooperatively, and share their voice in classroom charters and wellbeing check-ins.

Recording attendance

Attendance register

We will keep an electronic attendance register and place all children and young people onto this register.

We will take our attendance register at the start of the first session of each school/academy day and once during the second session. We 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 children and young people of compulsory school age] Whether the absence is authorised or not.
- The nature of the activity where a child or young person is attending an approved educational activity.
- The nature of circumstances where a child or young person 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/academy day starts at 8:45 and ends at 15:15.

Children and young people must arrive in school/academy by 8:45 on each school day.

The register for the first session will be taken at 8:45 and will be kept open until 9:15 any arrivals after this time will be marked as a **'U'** which will negatively effect their attendance.

Unplanned absence

The child or young person's parent/carer must notify the school/academy of the reason for the absence on the first day of an unplanned absence by 8:45 or as

soon as practically possible, by calling the school/academy office, who can be contacted via email admin@sherwood.djanogly.org or via phone **0115 942 1301.**

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

Planned Absence (Term-Time Leave or Events)

Advance Written Request
Requests for planned leave (such as non-routine appointments, exceptional family circumstances, or events) must be submitted in writing with a minimum of 2 weeks notice. This must be sent to the school office for the attendance team to review

Exceptional Circumstances Assessment
In line with DfE regulations and school policy, headteachers cannot authorise term-time family holidays or general social events. Absences taken for family holidays or unauthorized events (such as attending external non-school events) are recorded as unauthorised absences.

Outcome & Notice
The school reviews the pupil's attendance record, the timing of the request, and the specific circumstances. A formal decision letter is issued to the parent:

- Authorised: If deemed exceptional by the headteacher.
- Unauthorised: If the request does not meet exceptional thresholds, with notification of potential statutory consequences (e.g., local authority penalty notices or Education Welfare referral).

Medical & Dental Appointments
Whenever possible, routine medical, optician, or dental appointments should be arranged outside school hours or during school holidays.
When appointments must occur during the school day, parents should inform the office in advance with proof of appointment (e.g., card or letter).
Pupils should attend school before and return immediately after the appointment to minimise lost learning time and avoid late marks after registration close

Lateness and punctuality

A child or young person who arrives late:

- Before the register has closed will be marked as late, using the appropriate code.
- After the register has closed they will be marked as absent, using the appropriate code, for the whole of that session. The first session register will open at 8.45 and close at 9.15, the second session register will open at 13:00.

Following up unexplained absence

Where any child or young person we expect to attend school/academy does not attend, or stops attending, without reason, the school will:

- Call the child or young person's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school/academy cannot reach any of the child or young person's emergency contacts, the school/academy may complete a home visit or contact external agencies if deemed appropriate.
- 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 child or young person was absent.
- Call the parent/carer on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school/academy will consider involving an Education Welfare Officer.
- Where relevant, report the unexplained absence to the child or young person's Youth Offending Team Officer.
- Where appropriate, offer support to the child or young person and/or their parents/carers to improve attendance.
- Identify whether the child or young person needs support from wider partners, as quickly as possible, and make the necessary referrals.
- Where support is not appropriate, not successful, or not engaged with, issue a notice to improve, penalty notice or other legal intervention.

Reporting to parents/carers

The school/academy will regularly inform parents/carers about their child or young person's attendance and absence levels via;

Traffic Light Letters: Issuing half-termly Red, Amber, and Green attendance letters to families based on cumulative days missed.

Parents' Evenings & Data Sheets: Detailed individual attendance records and patterns are presented and reviewed during parents' evenings.

Formal Process Letters: Processing graduated attendance notices (Letter 1, Letter 2 with meeting requests, Letter 3, and formal Letter 4 referrals for Education Welfare).

Authorised and unauthorised absence

Approval for term-time absence

The Headteacher/Principal will allow children and young people to be absent from the school/academy site for certain educational activities, or to attend other schools or settings.

The Headteacher/Principal will only grant a **leave of absence** to a child or young person 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/Principal's discretion, including the length of time the child or young person is authorised to be absent for.

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/academy 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 2 weeks before the absence, the request should be sent via email to admin@sherwood.djanogly.org. The Headteacher/Principal 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 Planned and Unplanned Absence section for more detail).
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the child or young person's parent(s)/carer(s) belong(s). If necessary, the school/academy will seek advice from the parent/carer's religious body to confirm whether the day is set apart.
- Parents/carers 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/academy, but it is not known whether the child or young person is attending educational provision.
- If the child or young person is currently suspended or excluded from school/academy (and no alternative provision has been made).

Other reasons the school/academy may allow a child or young person to be absent from the school/academy 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/academy.
- Attending another school/academy at which the child or young person is also registered (dual registration).
- Attending provision arranged by the Local Authority.
- Attending work experience.
- If there is any other unavoidable cause for the child or young person not to attend school/academy, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school/academy premises are closed.

Sanctions

Our school/academy 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/Principal (or someone authorised by them), Local Authority or the police can fine parents/carers for the unauthorised absence of their child or young person from school/academy, where the child or young person is of compulsory school age, by issuing a penalty notice.

If the school/academy issues a penalty notice, it will check with the Local Authority before doing so and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school/academy 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 child or young person.
- 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/carers allow their child or young person to be present in a public place during school/academy hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school/academy has notified the parents/carers that the child or young person must not be present in a public place on that day).

Each parent/carer who is liable for the child or young person's offence(s) can be issued with a penalty notice, but this will usually only be the parents/carers 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 parents/carers must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parents/carers in respect of the same child or young person, the parents/carers must pay £160 if paid within 28 days.

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

Notices to improve

If the national threshold has been met and support is appropriate, but parents/carers do not engage with offers of support, the school/academy may offer a notice to improve to give parents/carers 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 child or young person attends school/academy.

They will include:

- Details of the child young person's attendance record and of the offences.
- The benefits of regular attendance and the duty of parents/carers 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.

Strategies for Promoting, Rewarding, and Improving Attendance

At Djanogly Sherwood Academy, our attendance promotion strategy is built on relational warmth, belonging, and inclusive recognition rather than punitive measures. We believe that acknowledging positive attendance encourages children to feel proud of their efforts and achievements. Crucially, our approach celebrates personal progress, growth, and resilience alongside consistency, ensuring that pupils facing barriers, chronic health challenges, or additional needs are not excluded or discouraged.

Academy Approaches to Rewarding and Celebrating Attendance

Weekly Celebration Assemblies:
Every Friday, the academy holds an Achievement Assembly where attendance, effort, positive choices, and pieces of work are recognized. Classes that achieve high or notably improved attendance are celebrated with special achievement certificates and public affirmation.

Graduated Attendance Badges and Certificates:
Children are recognized each term with certificates and graduated attendance badges (Bronze, Silver, and Gold). These celebrate not only sustained strong attendance, but also positive punctuality, commitment, and effort. Badges are worn with pride on school uniforms, reinforcing a collective sense of achievement.

Recognition for Individual Improvement:
Children who make significant personal strides in their attendance or punctuality—such as moving from persistent absence into regular attendance bands—receive bespoke recognition and awards. This ensures attendance rewards remain intrinsically motivating and accessible to all pupils.

Class Attendance Awards & Additional OPAL Play:
Collective class attendance achievements are celebrated with extra OPAL (Outdoor Play and Learning) sessions. The academy carefully reviews and protects the needs of vulnerable and severely absent children during these awards so that classes are rewarded fairly without any individual child feeling isolated or blamed.

In-Class 'Yay' Routines and Values Displays:
Classrooms utilize joyful morning routines (such as the daily 'yay' routine when everyone is present) to create an immediate feeling of belonging and enthusiasm. Visual attendance, 5 Rs values (Respect, Resilience, Relationships, Reflection, and Resourcefulness), and House Point trackers are displayed across all learning environments.

House Points and ClassDojo Links:
Regular attendance, morning readiness, and embodying school values earn pupils house points (for Aspen, Elm, Sycamore, Pine, and Oak) and individual ClassDojo points, which feed into half-termly rewards and celebratory activity afternoons.

Lyfta Assembly Programme:
Through our weekly assembly program, pupils explore global stories via the Lyfta digital platform. These assemblies build empathy, global awareness, and an understanding of the barriers children around the world overcome to access education, encouraging pupils to value their learning and everyday presence in school.

Multi-Tiered System of Support (MTSS) Strategies

TIER 1: UNIVERSAL STRATEGIES

• Morning Gate Presence: Senior leaders, teachers, and support staff greet children and families at the school gates and around the building daily to provide a calm, welcoming start.
• Welcoming Late Arrivals: Children arriving late are greeted warmly and supported into class sensitively, removing anxiety and fear of interrogation.
• Whole-School Environment: Implementation of OPAL play at lunchtimes to reduce transition friction, peer conflicts, and sensory overwhelm entering the afternoon session.
• Communication & Transparency: Half-termly Traffic Light attendance letters (Gold, Green, Amber, and Red) sent home to celebrate success and maintain open dialogue.
• Proactive Absence Calling: Office staff conduct same-day first-day calling and follow-up text alerts for all unexplained morning absences.
• Staff Training & Ethos: Delivery of Inclusive Attendance CPD modules, ensuring staff apply unconditional positive regard and relational practices school-wide.

TIER 2: TARGETED EARLY HELP STRATEGIES

• Daily Walkarounds: Attendance Officer and Family Support Worker (FSW) visit classrooms every morning to conduct wellbeing check-ins and flag emerging barriers early.
• Early Teacher Dialogues (5–7 Days Absent): Class teachers initiate open, supportive conversations with parents to understand barriers and offer early classroom support.
• Formal Concern Notification (7–10 Days Absent): Issuing an initial attendance letter.
• Targeted Pastoral Interventions: Rapid access to Emotional Literacy Support Assistant (ELSA) sessions, Drawing and Talking, and targeted lunchtime nurture clubs.
• Community & Family Partnerships: Weekly parent coffee mornings and neurodiversity/wellbeing workshops to build trust and discuss morning routines in a non-judgmental environment.
• Forensic Cohort Tracking: Weekly multi-disciplinary Wellbeing Meetings (SLT, SENDCo, Attendance Lead, FSW, Office Team) reviewing demographic and individual data dashboards to deploy targeted help.

TIER 3: SPECIALIST & INTENSIVE PATHWAYS

• Attendance Improvement Plans (AIP) (10–18 Days Absent): Formal collaborative meetings held with families, the Attendance Officer, and the FSW to establish tailored action plans.
• Home Welfare Visits: Mandatory home visits conducted by the Attendance Officer and FSW for any pupil absent for 3 consecutive days, leaving "Miss You" postcards if families are not seen.
• Bespoke Classroom Adjustments: Implementation of personalized timetables, flexible starts, alternative quiet entrance/exit routes, and designated calming spaces to address anxiety or EBSA.
• Multi-Agency & SEND Alignment: Team Around the Family (TAF) meetings, Educational Psychologist consultations, and coordinated Early Help referrals managed through EduKey.
• Statutory Escalation Pathway (19+ Days Absent): Following the structured Education Welfare letter sequence (Letter 1 to Letter 4) and formal Local Authority referral where engagement ceases.

Supporting children and young people who are absent or returning to school

The school/academy will work in partnership with the child and young person and their parents/carers to put in-school/academy support in place and working with the Local Authority and other agencies where external support is needed (and available). This includes regularly reviewing and updating the support approach to make sure it continues to meet individual needs.

These include:
Children and young people absent due to complex barriers to attendance
Children and young people returning to school/academy after a lengthy or unavoidable period of absence

- School/academy will work with children and young people and their parents/carers to mitigate anxious feelings and communicate expectations of regular attendance.
- Establish strategies to remove in school/academy barriers for these children and young people.
- Ensure joined up pastoral care is in place.
- Make referrals to, and work with other agencies, as appropriate.
- Ensure regular data monitoring.
- Consider whether a time limited phased return would be appropriate (in line with Part Time Timetable expectations, as outlined by QEGSMAT).

Children and young people absent due to mental or physical ill health

- School/academy will with parents/carers to develop good support for children and young people with physical or mental health conditions.
- School/academy will consider adjustments to practice and policies to help meet the needs of children and young people who are struggling to attend, as

well as making formal reasonable adjustments under Section 20 of the Equality Act 2010 where a child or young person has a disability. Any adjustments should be agreed by and regularly reviewed with the child or young person and their parents/carers.

- School/academy will ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school/academy would be appropriate, for example for those affected by anxious feelings about school/academy attendance.
- School/academy will make a sickness return to the Local Authority if a child or young person is recorded in the attendance register as absent using code I (unable to attend because of sickness), and there are reasonable grounds to believe the child or young person will have to miss 15 consecutive school/academy days or more for illness or the child or young person's total number of school/academy days missed during the current school/academy year because of illness (whether consecutive or cumulative) will reach or exceed 15 school/academy days.

Children and young people absent due to SEND

- School/academy will work in partnership with parents/carers to develop specific support approaches including, where applicable, ensuring the provision outlined in the child or young person's education, health and care plan is accessed.
- School/academy will work in partnership to help support routines where school/academy transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school/academy day.
- Establish strategies for removing the in-school/academy barriers these children and young people face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school/academy and lunchtime arrangements.
- Consider adjustments to practice and policies to help meet the needs of children and young people who are struggling to attend school/academy, as well as making formal reasonable adjustments under Section 20 of the Equality Act 2010 where a child or young person has a disability. Any adjustments should be agreed by and regularly reviewed with the child or young person and their parents/carers.

Attendance monitoring

Monitoring attendance

The school/academy and Tapestry will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school/academy and at an individual child and young person, year group and cohort level.

Specific child and young person information will be shared with the DfE on request.

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/academy will benchmark its attendance data at whole school/academy, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with Governors

Analysing attendance

The school/academy and Tapestry will:

- Analyse attendance and absence data regularly to identify children and young people, groups or cohorts that need additional support with their attendance.
- Identify children and young people 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.
- Identify attendance patterns across Tapestry to identify common issues and barriers and share effective practice between schools/academies.

Using data to improve attendance

The school/academy and Tapestry will:

- Develop targeted actions to address patterns of absence (of all severities) of individual children and young people, groups or cohorts that it has identified via data analysis.
- Provide targeted support to the children and young people it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their parents/carers (see below section).
- Provide regular attendance reports to class teachers to facilitate discussions with children and young people and their parents/carers, and to the Governors 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 child or young person's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific children or young people, where appropriate

Reducing persistent and severe absence

Persistent absence is where a child or young person misses 10% or more of school, and severe absence is where a child or young person misses 50% or more

of school. Reducing persistent and severe absence is central to the school/academy's strategy for improving attendance.

The school/academy will:

- Use attendance data to find patterns and trends of persistent and severe absence.
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education.
- Hold regular meetings with the parents/carers of children and young people who the school/academy 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/academy.
  - 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 children and young people. In doing so, the school/academy will sensitively consider some of the reasons for absence.
- Implement sanctions, where necessary (see Sanctions section, above).

Monitoring arrangements

This policy will be reviewed as guidance from the Local Authority and/or DfE is updated, and as a minimum every three years by the Tapestry Attendance Team.

Links with other policies

This policy links to the following policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy

Appendix 1: Attendance Codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
****	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
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: • 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