INCLUSIVE ATTENDANCE POLICY

NAMED PERSON:	Mr Matt Wardle Interim Head of School

Last Review Date:	September 2026
Review Cycle:	1 Year
Next Review Date:	September 2027

Mr Andy Crossey **Chairman of Governing Body**
Signed: A.D. Crossey
Date: September 2026

The Importance of School Attendance at The Buckingham School

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- ***Academic Achievement****:* Regular attendance directly correlates with academic success. Students who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.

- ***Knowledge Acquisition:*** School is where students acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.

- ***Preventing Knowledge Gaps:*** Frequent absences can lead to significant knowledge gaps, making it challenging for students to catch up with missed lessons, potentially resulting in long-term academic struggles.

- ***Social Development****:* School provides a vital social environment for students and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures students remain connected to their peer group.

- ***Building Routine:*** School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.

- ***Teacher Interaction:*** Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when students attend regularly.

- ***School Engagement:*** Students who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.

- ***Legal and Parental Responsibility:*** Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.

Factors Influencing Attendance
There are many factors which can impact on a child attending school, if you have any concerns you should contact the school as soon as possible:

Health Issues: Students may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly. Minor ailments however, can be supported in school, and students will always be safe and cared for whilst under the weather at The Buckingham School.

Family Circumstances: Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.

Bullying and Safety Concerns: Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.

Transportation Issues: Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.

Socioeconomic Factors*:* Families facing financial difficulties may struggle to provide necessary resources for their students to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.

Special Educational Needs (SEN): Students with special educational needs may require additional support and accommodations to attend school regularly.

Engagement and Motivation: Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Students who are not motivated may avoid attending school.

Academic Challenges: Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.

Cultural and Language Barriers: Students from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.

Peer Pressure and Social Factors**:** Influence from peers can impact attendance. Students may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school.

Parental Involvement: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

Supporting Attendance at The Buckingham School
To address any identified attendance issues effectively, The Buckingham School will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual students and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

Attendance and Punctuality Expectations at The Buckingham School
- Students do not miss more than 8 days across an academic year
- Students who are absent more than 8 days are tracked and monitored closely, with appropriate interventions implemented across all three tiers of support
- Students will ensure they arrive to school before 8:30am and attend their morning briefings by 8:35am
- Students later than 8:30 are required to sign in via the Inventry console at the Student Office TBC
- Students will be asked to attend the removal room at break to complete a slip explaining their lateness. Persistent offenders will have additional interventions put in place to support punctuality
- Staff are required to log students late to school or lessons in order to establish patterns of behaviour and attendance to analyse the students who require support
- At the end of each lesson students will have three minutes in which to move to their next lesson
- A bell will then sound to indicate three minutes is up and that students should now be entering the classroom or sat in their seats
- Unless the School has agreed otherwise, students should remain in their lessons until dismissed safely by their members of staff

Contact Details of School Staff at The Buckingham School

Name of Staff Member	Roles and Responsibilities	Contact Details
Andy McGinnes	Headteacher	office@buckinghamschool.org
Emma Curtis	SLT responsible for Attendance Attendance Champion	ecurtis@buckinghamschool.org
Emma Smith	Director of Attendance Attendance Champion	esmith@buckinghamschool.org
Sarah Kennedy	Attendance Manager/Officer	attendance@buckinghamschool.org
Jo Goodger	Director of Safeguarding and Welfare (DSL)	safeguarding@buckinghamschool.org
Karen Herring	Safeguarding Governor	kherring@buckinghamschool.org
Emma Curtis	Assistant Headteacher Behaviour and Attitudes	ecurtis@buckinghamschool.org
Flip Lockhart	Assistant Headteacher and SENCo	plockhart@buckinghamschool.org

Using Data to Inform Strategies to Improve Attendance:

- Weekly analysis of the whole school cohort and Individual year groups using the "Attend" platform
- Fortnightly key marginal groups identified with Heads of Year and Form Tutors to address attendance concerns or precognition of improvement.
- Identification and implementation of interventions that support in removing barriers to attendance
- Analysis of all student demographic groups, e.g., pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g., pupils with SEND (Special Educational Needs), LAC (Looked After Children), and pupils eligible for FSM (Free School Meals).
- Pupils who have an allocated social worker or are known to social care.
- A pupil who is absent for prolonged periods, or repeated occasions, which may indicate a safeguarding concern, such as CSE (Child Sexual Exploitation) or CCE (Child Criminal Exploitation), particularly county lines.
- Identification of students at risk of PA (Persistent Absenteeism) – informing form tutors to act swiftly in identifying and addressing barrier to attendance, and implementing Tier 1 and Tier 2 strategies outlined in the School vision and ethos.
- Identification of students at risk of SA (Severely absenteeism**)** - – informing Heads of Year and the Attendance team to act swiftly in identifying and addressing barrier to attendance, and implementing Tier 2 and Tier 3 strategies outlined in the School vision and ethos.

Strategy for Reducing Persistent and Severe Absence at The Buckingham School

Persistent Absenteeism (PA)

A student becomes a "persistent absentee" when they miss 10% or more schooling across the year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we require parents' support to tackle this. Any case that is seen to have reached the PA mark or is at risk of moving towards or beyond this mark is given priority.

Through regular tracking and analysis, the School will identify students at risk of becoming a persistent absentee i.e. missing 19 school days and intervene swiftly to identify and remove barriers to learning. The School will use the risk and protective factors analysis to help in the early identification of attendance concerns in order to prevent persistent absence.

The Attendance Team will work alongside students and families to identify:

- Concerns with subjects
- Concerns with staff
- Unmet special education need
- Feeling unsafe or issues with bullying
- Mental health
- Social/friendship group worries
- Out of school hour employment

The team will then liaise with relevant staff and agencies to support improved attendance.

Absent	Risk of PA Level	Additional Factors
1	Low (Risk of PA)	***Risk and Protective factors, traditional absence, identified as SEND or FSM demographic, external agency involvement.***
2	Low (Risk of PA)	
3	Low (Risk of PA)	
4	Low (Risk of PA)	
5	Low (Risk of PA)	
6	Low (Risk of PA)	
7	Low (Risk of PA)	
8	Low (Risk of PA)	
9	Low (Risk of PA)	
10	Moderate (Risk of PA)	
11	Moderate (Risk of PA)	
12	Moderate (Risk of PA)	
13	Moderate (Risk of PA)	
14	Moderate (Risk of PA)	
15	High (Risk of PA)	
16	High (Risk of PA)	
17	High (Risk of PA)	
18	High (Risk of PA)	
19 or more	Locked into PA	

Severely absenteeism (SA)
A student becomes a severely absentee when they miss 50% or more of their schooling across the year for whatever reason. Absence at this level is doing substantial damage to any child's educational prospects and we require parents' support to tackle this. Any case that is seen to have reached the SA mark or is at risk of moving towards or beyond this mark is given priority. We are obliged to report such cases to the local authority.

The School will conduct home visits to support families in removing the barriers in accessing school, and ensure students are safe and well whilst at home. The School does not believe that providing school work for a child whilst they are at home is the long-term solution to address the missed learning. The benefits of young people attending school regularly reach far wider than purely academic reasons. Young people develop and refine social and communication skills whilst at school, lifelong skills they will need in their future lives. The School will look to work closely with external agencies and the Local Authority to provide support for students and their families, where attendance is significant cause for concern.

Details of the National Framework for Penalty Notices at The Buckingham School
The Director of Attendance and Attendance Manager will monitor student's attendance and identify groups of students who are at risk of missing more than 19 days of school. When the School is not satisfied that absence(s) are not justified i.e. recorded as unauthorised (U code), a warning letter (1a) will be sent when a student's attendance over a three-week period is below 90%, informing parents that their child is at risk of becoming a PA (persistent absentee). This is the equivalent of missing 1.5 days over a three-week period.

After attendance does not improve over the period of three weeks, the Director of Attendance will contact families to arrange an Attendance Contract Meeting (ACM). The meetings will be held with one or both of the Attendance Champions in school.

Notices to improve
If attendance remains a concern and support is appropriate, but parent/guardians do not engage with offers of support, the school may advise the Local Authority to issue a notice to improve to give parent/guardian 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 student attends school.
They will include:

- Details of the student's attendance record and of the offences
- The benefits of regular attendance and the duty of parent/guardians 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

Fixed Penalty Notices
The Law states that a Fixed Penalty Notice (FPN, or fine) may be issued for any unauthorised absences for 10 or more sessions (a session being a morning or an afternoon) within a 10-week period. This is not restricted to holidays in term time and could be cumulative within that period – for example, a student who is regularly absent for one day a week.

FPNs are issued by the local authority and the school does not receive any of the revenue. An FPN is £80 per child and per parent, so a family with two parents and two school age students taking a holiday for 10 or more sessions could expect to be required to pay £320. This doubles if not paid within 21 days, and non-payment within 28 days could result in prosecution.
Should a further FPN be issued within a 3-year period, this would double to £160 per child and per parent, doubling again if not paid promptly.

A further unauthorised absence for 10 or more sessions within the same period may result in an interview under caution under PACE regulations (see above) and prosecution through the Magistrates' Court.
FPNs issued before August 2024 are not considered for the 3-year period.

The School however wishes to avoid issuing any FPNs and believes establishing strong and effective relationships with families, reduces the chances of FPNs being issued, and would rather work closely with families to support re-engagement into school

Attendance Contracts and Educational Supervision Orders
An attendance contract is a formal agreement between parents and the school or local authority to address irregular attendance, providing support to work alongside families in order to improve attendance. It is not legally binding but serves as a formal route to secure engagement with support when voluntary early help plans have not worked. An attendance contract aims to offer support rather than punishment.

The law states if voluntary support or attendance contracts are unsuccessful, an Education Supervision Order (ESO) can provide formal legal intervention without prosecution. Before proceeding with an ESO, the school and local authority should exhaust voluntary support options and ensure the order would benefit the pupil and parent. Persistent non-compliance with an ESO can lead to prosecution in the Magistrates Court by the local authority. Upon conviction, parents may face fines of up to £1,000.

Local authorities have the power to prosecute parents for various offences related to attendance:

- Failure to comply with a school attendance order may result in fines of up to £1,000. Failure to secure regular attendance at school or alternative provision may lead to fines of up to £2,500 and/or imprisonment. Persistent non-compliance with an Education Supervision Order may result in fines of up to £1,000.

- The School however wishes to avoid issuing any ESOs as it does FPNs and believes establishing strong and effective relationships with families, reduces the chances of FPNs being issued, and would rather work closely with families to support re-engagement into school

Prosecution
Prosecution in the Magistrates' Court is the last resort where all other support and intervention has failed. Penalties could include a fine of up to £1,000 (more for repeat offences) a community order or imprisonment for up to 3 months. A conviction would result in a criminal record, and this may restrict employment and other opportunities for the parent/guardian.

The above is in line with Buckinghamshire Authority Attendance procedures and alongside the statutory guidance 'Working together to improve school attendance'

The School will continue to work with families to avoid these outcomes at all costs

Removal from Roll
This refers to the process of a child's name being officially taken off the school's register, typically due to extended non-attendance or other circumstances. Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

Elective Home Education
If a parent indicates to the School that they are considering EHE, the school must inform the Local Authority (LA) that a student may potentially be educated by parents.

A meeting then must be coordinated between all parties ahead of the child being withdrawn from school and the parent confirming in writing that they are being electively home educated instead. The School will actively discourage any EHE requests and attempt to support the family in addressing any barriers to a student's attendance, however acknowledge that the decision remains with the parents.

During the meetings, LAs, schools and other relevant professionals such as social workers where appropriate, should work to help parents and carers understand exactly what EHE means, ensure it is a positive choice taken without pressure from the school.

The School will not advise parents to electively home educate their children. The best place for students to be educated remains in a school setting. The School must inform social care if it feels that there are possible safeguarding concerns if a parent chooses to withdraw their child from the school roll, in order to educate at home.

The school along with the LA and other professionals has a responsibility to help parents fully understand the implications of withdrawing their child for EHE and their ongoing obligations, making clear that:
- Parents assume full financial responsibility including examination fees
- Their child may not be able to return to the same school if they change their mind
- Support from schools will not continue, including any special educational needs support, and in cases where LAs are not satisfied a child is receiving a suitable education, the parent may be issued with a School Attendance Order and / or the court may make an Education Supervision Order.

Emotional Based School Non-Attendance (EBSNA):
Whilst the School acknowledges that some students find school overwhelming at times, support is in place to ensure students feel comfortable in school and develop the lifelong skill of resilience.

There currently is no clear definition for an EBSNA student.

The School will take each individual case on its own merit, but would expect any family who feel their child is unable to attend school for emotional reasons such as high levels of anxiety to provide some of the following evidence:

- GP referral
- CAMHS referral and intervention
- A diagnosed mental health condition
- Impact of any SEND on attendance

Day-to-Day Processes for Managing Attendance at The Buckingham School
Parents are required to report their child's absence through one of the following ways:

Edulink One (using the app)

attendance@Buckinghamschool.org

Telephone call to the Attendance Team 01280 818923

Students are registered every lesson using Edulink One by the class teachers. The AM and PM session are recorded daily.

Staff accurately record attendance each lesson. The Attendance team will notify staff via Edulink One if a student will not be attending their lesson for any reason

First Day Response and Safeguarding at The Buckingham School
Students who are absent but the school have not received a reason or communication from parents will be contacted as soon as the registers for the morning are checked and complete.

The School has an identified vulnerable child list and these families will be contacted first as a priority via Edulink One

If no communication is received following the prompt, a phone call will be made or in more serious cases an unannounced home visit

Families have until 3:30pm each Friday to clear and validate child absence, before they are marked as unauthorised.

School Times of the Day at The Buckingham School:
The school day begins at 8:30am and ends at 3:10pm.

Registration opens at 8:45am and closes at 9:15am.

Students are expected to arrive on time and attend all scheduled lessons and activities.

Coding of Attendance
Attendance will be recorded using the DFE's statutory attendance codes, please refer to the appendix for coding.

Requesting Absence Leave
Parents or carers must request leave of absence for their child in writing no later than 10 school days before the request. The Attendance team will provide the relevant form for families to complete
Leave of absence during term time will only be authorised in exceptional circumstances.

Holiday Request
Holidays during term time will not be authorised unless there are exceptional circumstances.

Holiday requests must be made in writing, and a decision will be communicated to the parents or carers within 10 school days.

Policies and Practice
This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. The Buckingham School adhere to the following key attendance acts in the UK:

***Education Act 1996*:** The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

***Education (Pupil Registration) Regulations 2006*:** These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking students who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Safeguarding Children and Attendance at The Buckingham School
The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow ***Keeping Children Safe In Education*** guidance to ensure safe practices.
https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

Roles and Responsibilities

Attendance and Safeguarding:
All Staff should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff. Staff should also be aware that absence could potentially be an indicator of further safeguarding concerns

Teachers/Form Tutors: At The Buckingham School, Teachers/Form Tutors 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. Ensure there is a strong sense of belonging and students feel comfortable in disclosing barriers and asking for support.

Monitoring Attendance: Teachers/Form Tutors are responsible for recording the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.

Promoting Punctuality: Teachers/Form Tutors should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.

Taking Immediate Action: When a child is absent, but has already been registered during the day they should inform the attendance team for confirmation.

Early Intervention: Teachers/Form Tutors should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians and refer to the Student First Team who can implement wave two interventions and where relevant access wave three support services.

Maintaining Communication: Teachers/Form Tutors should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.

Providing Support: Teachers/Form Tutors can provide academic and emotional support to students who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

Setting Expectations: Teachers/Form Tutors can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.

Creating a Welcoming Classroom Environment: Teachers/Form Tutors should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

Identifying Barriers: Teachers/Form Tutors should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.
Implementing School Policies: Teachers/Form Tutors should adhere to and implement the school's attendance policies and procedures.

Attendance Records: Accurate attendance records are crucial. Teachers/Form Tutors should submit attendance data promptly to the school's administrative team using Edulink One. This information is used for reporting to local authorities and the Department for Education (DFE).

Supporting Positive Behaviour: Teachers/Form Tutors can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.

Professional Development: Continuous professional development will enhance Teachers/Form Tutors' skills in addressing attendance issues and implementing strategies to promote regular attendance.

Role Modelling: Teachers/Form Tutors can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

Pastoral Staff: At the Buckingham School non-teaching staff in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being.

Monitoring Attendance: Staff often work closely with students and have a good understanding of individual attendance patterns. They should be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.

Positive Relationships: Build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage students to attend school regularly.

Attendance Support: Provide individualised support to students who may be struggling with attendance. This support may include identifying barriers to attendance and working with students to address them.

Reinforcing Expectations: Reinforce the importance of regular attendance and punctuality to children. They can remind students of the school's attendance policies and expectations.

Communication: Maintain open lines of communication with children's parents or guardians. They can inform parents of any attendance concerns and collaborate with them to find solutions.

Attendance Interventions: Support with attendance interventions when needed. This may involve developing action plans for students with attendance issues.

Supporting Students with Special Needs: Work with students with special educational needs. They should ensure that these students receive the necessary support to overcome attendance barriers and participate in school activities.

Identifying Patterns: Help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.

Promoting Engagement: TAs/LMs can engage students in meaningful learning activities and provide extra support when students are struggling academically. A positive classroom experience can motivate students to attend school regularly.

Role Modelling: Positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Students may be inspired by their dedication.

Professional Development: Continuous professional development can enhance skills in addressing attendance issues and supporting students effectively.

Recognition of Attendance: Participate in recognising children's attendance. Mr Matt Wardle and Miss Emma Smith are the School Attendance Champions

Attendance Champion: The role of an Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates. The key aspects of the role are:

Safeguarding: Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse as Designated Safeguarding Leads are able to report them to relevant agencies and authorities as necessary.

Developing and Implementing Attendance Policies: Attendance Champions work closely with school leadership and staff to develop and implement effective attendance policies and procedures.

Data Analysis: Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.

Early Intervention: Recognising that early intervention is crucial, Attendance Champions identify students at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.

Supporting Families: Attendance Champions work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.

Mentoring and Coaching: Where appropriate Attendance Champions offer mentoring or coaching to students with attendance problems. They help students understand the importance of attending school regularly and provide strategies for overcoming barriers.

Providing Resources: Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.

Monitoring and Reporting: Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.

Interventions and Incentives: Attendance Champions design and implement interventions and incentives to motivate students to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.

Staff Training: Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.

Legal Compliance: Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.

Community Engagement: Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.

Continuous Improvement: Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.

Promoting a Positive School Culture: Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

Governors: School governors or trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

Policy Development: Governors/trustees collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.

Statutory Compliance: Governors/trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.

Strategic Oversight: Governors/trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

Monitoring Attendance Data: Governors/trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

Accountability: Governors/trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.

Policy Implementation: Governors/trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.

Setting Targets: Governors/trustees collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.

Reviewing Interventions: Governors/trustees assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.

Parental Engagement: Governors/trustees support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.

Training and Development: Governors/trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

Safeguarding: Governors/trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

Community Links: Governors/trustees may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.

Challenge and Support: While supporting school leadership in attendance improvement efforts, governors/trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.

Continuous Improvement: Governors/trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

Leaders*:* Leaders in UK schools play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance.

Leadership: Leaders, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.

Policy Development: Leaders are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.

Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns. Leaders use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.

Setting Expectations: Leaders establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.

Professional Development: They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.

Early Intervention: Leaders support early intervention efforts by identifying students with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.

Parental Engagement: They promote parental engagement in attendance improvement initiatives. Leaders encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.

Data Analysis: Leaders use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.

Supporting Vulnerable Students: They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Leaders ensure that these students receive appropriate support to attend school regularly.

Recognising Attendance: They may implement incentives and recognition programmes to recognise students and reinforcing a positive attendance culture.

Enforcing Policies: Leaders enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.

Safeguarding: Leaders are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.

Continuous Improvement: They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.

Promoting a Positive Culture: Leaders actively promote a positive school culture where regular attendance is recognised, and students feel motivated to attend school regularly.

Parents: Parents play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

Establish a Routine: Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps students develop good attendance habits.

Communicate with the School: Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.

Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.

Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.

Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.

Be Involved in Homework: Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.

Attend Parent-Teacher Meetings: Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.

Monitor Progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.

Address Bullying or Safety Concerns: If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.

Promote a Love for Learning: Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.

Lead by Example: Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.

Stay Informed: Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.

Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.

Encourage Peer Relationships: Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment. This includes positive interactions online and through social media

Celebrate Achievements: Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.

Collaborate with the School: Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Children: Students also play a significant role in attending school regularly and ensuring their educational success.

Commitment to Learning: Students should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.

Punctuality: Students should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.

Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Students should be open to new experiences and willing to engage in classroom activities.

Responsibility: Students can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.

Communication: If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.

Peer Relationships: Building positive relationships with peers can make school a more welcoming place. Students should be friendly, respectful, and inclusive in their interactions with classmates.

Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.

Safety Awareness: Students should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.

Respect for Teachers and Staff: Respecting teachers and school staff fosters a positive school environment. Students should follow instructions, be courteous, and seek help or clarification when needed.

Problem-Solving: Encourage students to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.

Goal Setting: Students can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.

Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.

Attendance Awareness: Students can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.

Ownership of Learning: Encourage students to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.

Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

Glossary and Definitions
In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):

Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. The School will communicate absence in terms of the number of days missed not as %. This means they have missed 19 days of school to become a persistent absentee.

Risk of Persistent Absence:

Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

Severe Absence (or Severe Persistent Absence):

Definition: The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Threshold: Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 95 days from a possible 190 school days per academic year. These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

Absence Definitions
- Arrival at school after the register has closed.
- Not attending school for any reason.

Authorised Absence
- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave. Medical evidence such as text confirmation of appointments or letters are required
- Religious or cultural observances for which the school has granted leave.
- An absence due to a family emergency.

Unauthorised Absence
- Parents keeping students off school unnecessarily or without reason.
- Truancy before or during the school day.
- Absences which have never been properly explained.
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other students or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed.
- Leaving school for no reason during the day.

Appendix 1: Coding Attendance in line with DFE Guidance 2024:

Code /\ (Present at the school):
- Pupils must be present during registration to be counted.

- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):
- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):
- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.
- Schools must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):
- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

Code P (Participating in a sporting activity):
- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):
- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):
- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):
- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):
- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):
- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

Code S (Leave of absence for studying for a public examination):

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupil's subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

Code R (Religious observance):

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):
- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):
- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):
- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):
- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):
- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):
- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):
- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):
- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):
- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):
- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):
- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

Code N (Reason for absence not yet established):
- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

Code O (Absent in other or unknown circumstances):
- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

Code U (Arrived in school after registration closed):
- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

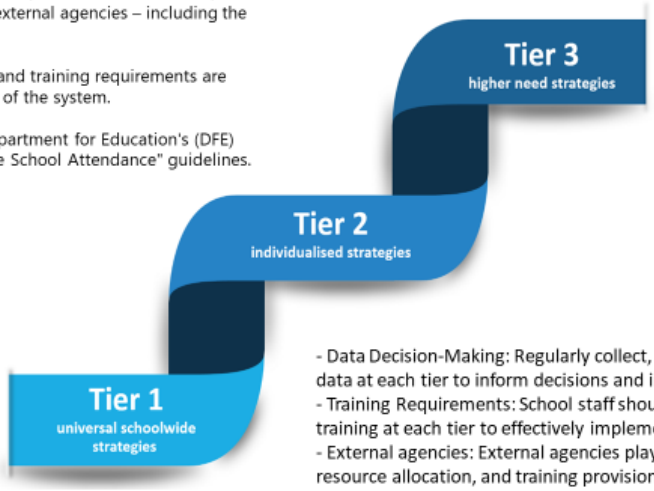
Administrative Code Z (Prospective pupil not on admission register):
- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.

Tiers of Support:

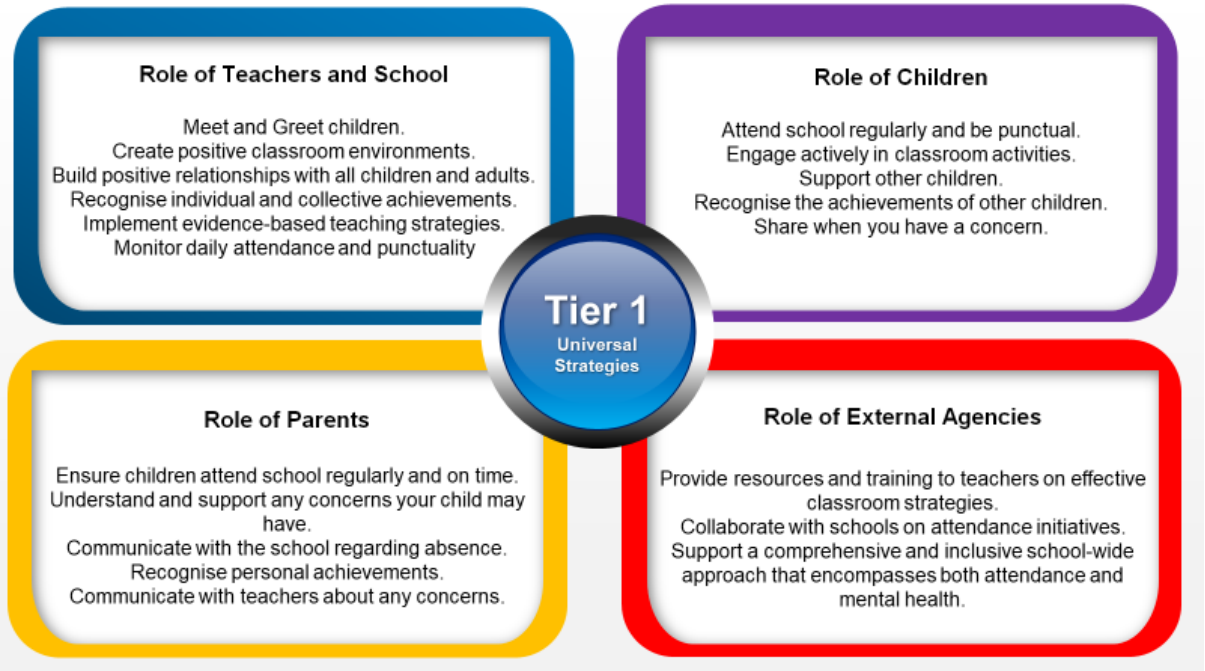
A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents and external agencies – including the Local Authority.

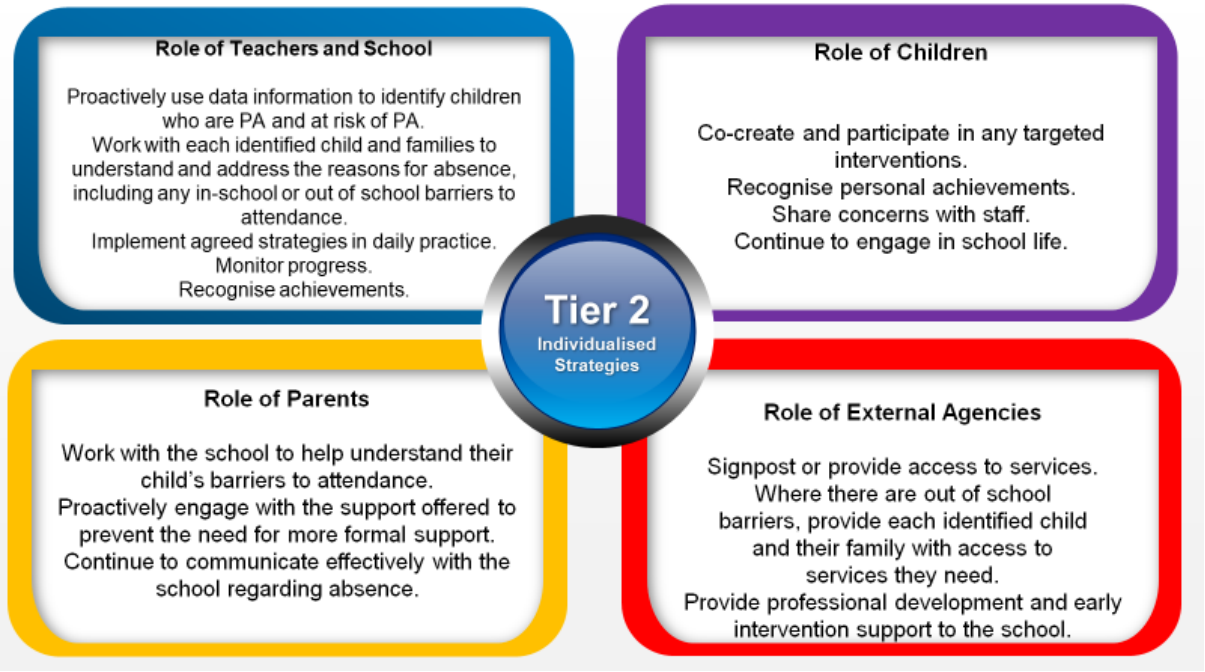
Data-driven decision-making and training requirements are pivotal to the implementation of the system.

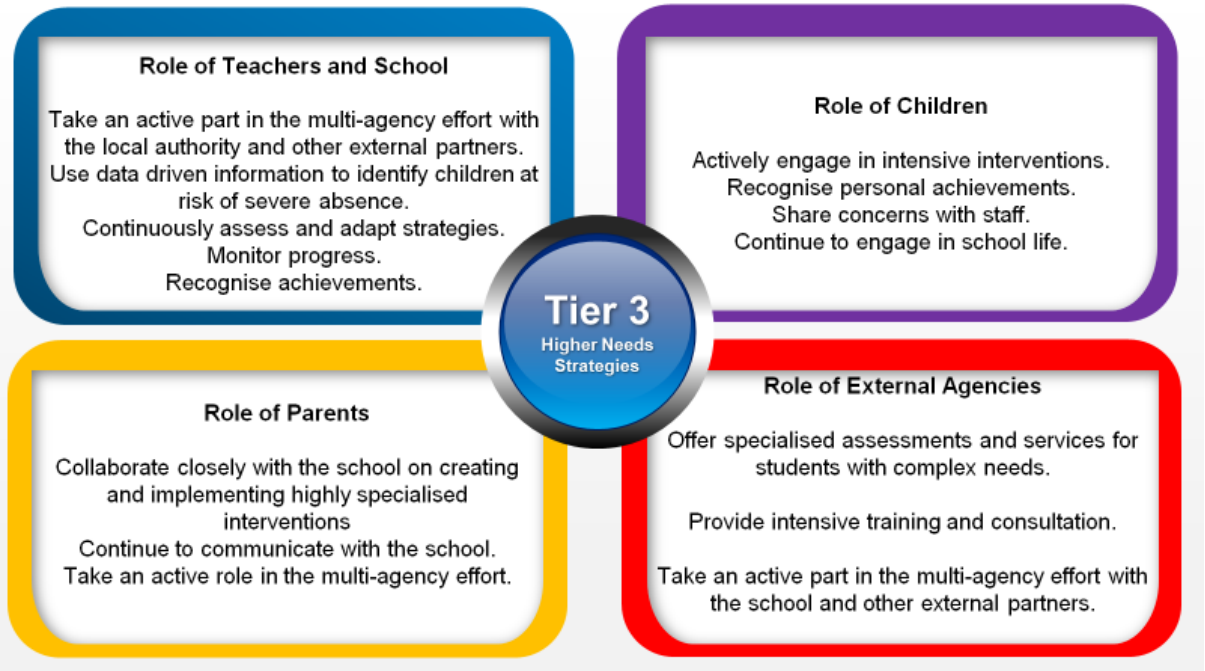
The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" guidelines.



- Data Decision-Making: Regularly collect, analyse, and use attendance data at each tier to inform decisions and interventions.
- Training Requirements: School staff should receive appropriate training at each tier to effectively implement attendance strategies.
- External agencies: External agencies play a crucial role in data analysis, resource allocation, and training provision to support schools in improving attendance.
- Children and Parents: Effective communication and co-creation of any intervention support is pivotal to the success of the MTSS approach.




Role of Teachers and School
Proactively use data information to identify children who are PA and at risk of PA.
Work with each identified child and families to understand and address the reasons for absence, including any in-school or out of school barriers to attendance.
Implement agreed strategies in daily practice.
Monitor progress.
Recognise achievements.
Role of Children
Co-create and participate in any targeted interventions.
Recognise personal achievements.
Share concerns with staff.
Continue to engage in school life.
Tier 2
Individualised Strategies
Role of Parents
Work with the school to help understand their child's barriers to attendance.
Proactively engage with the support offered to prevent the need for more formal support.
Continue to communicate effectively with the school regarding absence.
Role of External Agencies
Signpost or provide access to services.
Where there are out of school barriers, provide each identified child and their family with access to services they need.
Provide professional development and early intervention support to the school.


Role of Teachers and School
Take an active part in the multi-agency effort with the local authority and other external partners.
Use data driven information to identify children at risk of severe absence.
Continuously assess and adapt strategies.
Monitor progress.
Recognise achievements.
Role of Children
Actively engage in intensive interventions.
Recognise personal achievements.
Share concerns with staff.
Continue to engage in school life.
Tier 3
Higher Needs Strategies
Role of Parents
Collaborate closely with the school on creating and implementing highly specialised interventions
Continue to communicate with the school.
Take an active role in the multi-agency effort.
Role of External Agencies
Offer specialised assessments and services for students with complex needs.
Provide intensive training and consultation.
Take an active part in the multi-agency effort with the school and other external partners.