LIGHTHOUSE SCHOOLS PARTNERSHIP

Attendance Policy
Statutory

This policy applies to all schools within the Lighthouse Schools Partnership and will be amended to include individual school systems or processes.

Policy Approved by the Trust Board	
Signed: Name: Chair of Board of Trustees	Date: 16 July 2026
Authorised for Issue	
Signed: Name: Gary Lewis Chief Executive Officer (CEO)	Date: 16 July 2026

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This is the Attendance Policy for: Winford Church of England Primary School

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1. Aims

The Lighthouse Schools Partnership is committed to working with pupils and their families to ensure that school is a positive experience. We want our young people to be happy, safe and successful and to leave school ready for the next stage of their lives. Attendance is a crucial element to this success: to make the most of education, pupils need to be present. We believe that attendance is a whole school responsibility and that every adult has a duty to support pupils who are struggling to attend regularly.

Any absence from school will have an impact on learning and we are determined to ensure that pupils do not miss out. 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 and creates a sense of belonging, including:

- Building strong relationships with families to make sure pupils have the support in place to attend school every day
- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence through timely support and interventions
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence, both in terms of school absence and lesson absence
- Promoting punctuality to school and lessons

Attendance really matters; a pupil who has attendance below 90% (classed as persistently absent by the government standard) misses:

- 4 school weeks a year
- 28 weeks across their time in primary school and 20 weeks across their time in secondary school
- Combined, this is over a year of education

	Attendance %	Sessions Missed	Days Missed	Lost Hours of Learning
Excellent	100% - 99%	0 - 4	0 - 2	0 - 10
Good	98% - 96%	8 - 15	4 - 7.5	20 - 37.5
Requires Improvement	95% - 91%	19 - 34	9.5 - 17	47.5 - 85
Persistently Absent	90% - 86%	38 - 54	19 - 27	95 - 135
Critical	85% - 50%	57 - 190	28.5 - 95	142 - 475
Severe	Below 50%			

We also know that frequent, positive interactions promote good mental health, a feeling of success and belonging which is important for us all.

2. Legislation and guidance

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

- Part 6 of the Education Act 1996
- 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:

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

3. Roles and responsibilities

This policy recognises that everyone has a role to play in maintaining strong patterns of attendance and that we must work together to make sure that pupils attend regularly.

3.1 The Trust

LSP Trustees receive reports on attendance across all schools three times a year with an overview of improvements, concerns and actions.

3.2 The Governing Body

The school governing body is responsible for:

- Recognising and promoting the importance of school attendance across the school's policies, culture and ethos
- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
    - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
    - Making sure that the school liaises effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- In schools where attendance is below 95%, there will be a link governor (Mr Mark Harding) for attendance who will provide appropriate challenge and will update the local governing body

3.3 The Headteacher

The Headteacher is responsible for:

- Setting the whole school culture and ethos so that pupils feel welcome and safe at school
- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care plan (EHCP) has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Issuing fixed-penalty notices via the Local Authority, where necessary, and/or authorising the school administrator to be able to do so

3.4 The School Senior Attendance Champion: The designated senior leader responsible for attendance (in some schools this may be the Headteacher)

The designated senior leader:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Monitoring and analysing attendance data (see section 8)
- Benchmarking attendance data to identify areas of focus for improvement, which includes using DfE tools to support this
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues swiftly
- Creating intervention or reintegration plans and attendance contracts in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families where appropriate through the school's graduated response

The designated senior leader responsible for attendance is Mrs Campbell and can be contacted via email (office@winfordprimary.com).

3.5 The Attendance Officer

The school attendance officer is responsible for:

- Providing regular attendance reports to relevant school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to support pupils who are persistently or severely absent
- Advising the headteacher/deputy head (authorised by the headteacher) when to issue fixed-penalty notices

The Attendance Officer is Miss J Budd and can be contacted via 01275 472730 and/or office@winfordprimary.com.

3.6 Class Techers

Class Teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes *(see Appendix 1),* and submitting this information to the school office immediately after the register has been taken.

Class teachers/ Tutors are also key in creating a warm and welcoming environment for all pupils at the start of every day. They are most likely to notice when absences increase or have a pattern and have a duty to share this with the Attendance Champion or the DSL.

Class teachers/ Tutors have a role to play in supporting individual pupils improve their attendance. This may be through targeted support or contacting parents or carers to understand any barriers that may exist which are preventing pupils from attending regularly.

3.7 School Office / Attendance Team

The administrative team will:

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

Please include any additional roles that you have within your school in this section

3.8 Parents and Carers

All parents and carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9am on the day of the and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Avoid term-time holidays, including on the last day of term where attendance is equally important
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the headteacher or deputy head, who can be contacted via 01275 472730 and/or office@winfordprimary.com.

The term parent refers to anyone with parental or caring responsibility for the young person

3.9 Pupils

Pupils are expected to:

- Attend school every day, on time

Pupils should also:

- Share any issues or concerns which are causing them to be absent from school so that they can be addressed as soon as possible. These can be shared with parents or they can speak to their teacher, tutor, Head of House/ Head of Year or Key Worker if they have one.

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register of all pupils.

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

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

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances
- We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

4.2 Timings of registration

The school day starts at 8.40 and ends at 15.10.

Pupils must arrive in school by 8.40 on each school day.

The register for the first session will be taken at 8.50 and will be kept open until 9.00. The register for the second session will be taken at 13.00 and will be kept open until 13.20.

4.3 Unplanned absence

The pupil's parent/ carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9.00, or as soon as practically possible, by contacting the school via 01275 472730 and/or office@winfordprimary.com.

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. The school follows government guidance which states that where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school may 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, however, if attendance falls below 95% then schools are likely to ask for more evidence to be provided.

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

If a pupil is taken ill during the school day, they should report their illness to an adult and home will be contacted as appropriate. The attendance for the remainder of the day will be recorded as such.

If a pupil feels unwell in the morning but feels better later, they should attend school when they feel well enough and report to the school reception to sign in.

4.4 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment. Providing a copy of the appointment slip or a screenshot of a confirmation of the appointment is extremely useful for all pupils but will be requested where attendance falls below 95%.

Requests for leaves of absence should be made by contacting the school.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.5 Lateness and punctuality

Punctuality is an important skill for life and we want our young people to build good habits as they move into adulthood. Being punctual demonstrates a respect for others in the class as well as for the staff and can also help make a positive start to the school day. A pupil who is persistently late can miss crucial messages, opportunities to socialise with other pupils as well as key learning that happens at the beginning of the school day.

Minutes late	Equates to days lost across a year
5 minutes	3 days
10 minutes	6 days
15 minutes	9 days

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code
- Persistent lateness will lead to pupils being placed on report or could lead to an attendance contract to support punctuality

4.6 Following up unexplained absence

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

- Text or call the pupil's parent/ carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may conduct a home visit or contact the police
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Contact the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to other agencies working with the young person, such as the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with the school will proceed with the next steps which could include, an attendance contract, a notice to improve, penalty notice or other external intervention.

4.7 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.8 above) about their child's attendance and absence levels at parent consultation events and in the summer annual report.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary part-time timetable which is regularly reviewed (every two weeks) in accordance with the legislation above (Paragraph 11-6)
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time for which the pupil is authorised to be absent.

The Government have provided guidance on what is deemed to be exceptional:

- Forces' Personnel on leave from a foreign posting.
- Parents' employment restrictions – evidence will be requested from employers to prove that none of the school holidays can be used.
- Significant family events or circumstances – these will need to be considered individually.

The Government have also noted areas which **would not be considered** exceptional, for example:

- Relatives visiting
- Cheaper holidays in England and abroad.
- Family day trips.
- Visiting friends/family that have different half terms or holidays.
- Because a child has good attendance.

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 5 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school. The headteacher may require evidence to support any request for leave of absence.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.3 and 4.4 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers)

and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons **the school may allow a pupil to be absent from the school site**, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged or approved by the school. (This must be in accordance with the legislation 10 paragraph 11 and all appropriate documentation must be completed). Any ongoing activity must be temporary and regularly reviewed (every two weeks).
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those in the two sections below– to tackle high levels of absence. Decisions will be made on an individual, case-by-case basis.

5.2.1 Penalty notices

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

If the school issues a 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 will consider the individual case, including:

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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). A ‘’U’ code also counts as an absence so is included in the decision made around issuing penalty notices.

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

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice. The local authority will publish a Local Code of Conduct for issuing fixed penalty notices as per paragraph 195 of Working Together to Improve School Attendance

- If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days. This is per parent and per child and is for Term Time Leave or for Irregular Attendance. These are detailed in paragraph 190 of Working Together to Improve School Attendance
- If a **second** penalty notice is issued (within 3 years) to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days. This is per parent and per child and is for Term Time Leave or for Irregular Attendance.
- A **third** offence and any further offences within 3 years will result in legal steps such as the case being presented to the Magistrates’ Court. This is likely to lead to a substantial fine per parent, per child. The details of this are published at local authority level as detailed above.

5.2.2 Notices to improve

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

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

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

6. Strategies for promoting attendance

The school seeks to promote excellent attendance by:

- Ensuring that there is a warm and welcome start to every day
- Helping young people understand that good attendance is normal and that attending school regularly promotes positive relationships, academic success, opportunities for frequent extracurricular engagement such as representing the school in various teams or performing in productions.
- Acknowledging that some pupils may need support to overcome challenges in coming to school and in feeling successful in school and having an approach to support them.
- Celebrating improvements in attendance where appropriate
- Supporting pupils who are struggling to attend school through a graduated response

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

In all cases of a young person experiencing complexities which result in some challenges to school attendance, the school will seek to work with the pupil and their families to support regular attendance.

These could include, but are not limited to:

- Pupils who are young carers
- Pupils who are pregnant or who are young parents

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

The school will always seek to work with families to ensure that barriers are reduced and there are a series of steps that a school will consider to regain regular attendance. These could include a temporarily amended or reduced timetable, engagement with external agencies (including GPs or other Healthcare professionals), an emergency annual review where there is an EHCP or providing mentoring or pastoral support.

It is important that parents and carers seek and engage in the support offered when a young person is struggling to attend school. The school may make use of an Attendance Contract or an Engagement Support Plan to help with this process.

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

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

When a young person has been absent from school for a long period of time, we recognise that a return to school can present challenges amounting from changes to social groups, missed academic content, tiredness or fatigue when a pupil has been unwell as well as feelings of anxiety around a return.

The school will seek to support a young person to reintegrate by working with them and their family on a return to school plan. This could include a phased return, an amended or reduced timetable, a key point of contact to monitor the return and liaise with the pupil and their family as well as other support which may be relevant. Timescales and points of review will be outlined at the start of the process.

7.4 Part-time timetable

A part-time timetable should:

- Have the agreement of both the school and the parent the pupil normally lives with
- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan
- Have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary
- Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time either at school or at an alternative provision
- If the arrangement means that the pupil arrives after the register closes in the morning and/ or be absent for the afternoon registration period, the code used should be C2 (leave of absence authorised by the school)

8. Attendance monitoring

8.1 Monitoring attendance

We recognise that early intervention can prevent low attendance so the school will monitor attendance and punctuality, daily, weekly and throughout the year. More formal monitoring of attendance and absence data (including punctuality) will happen half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request. The school has granted the DfE access to its MIS so that data can be accessed regularly and securely. This is a legal requirement from September 2024.

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

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

8.2 Analysing attendance

The School will:

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

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Use a staged approach to monitor and improve attendance which pupils move up and down as their attendance declines or improves

- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)
- Provide regular attendance reports to other school staff to facilitate discussions with pupils and families, and to the governing body and school leaders (including special educational needs co-ordinator, designated safeguarding lead and pupil premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum, annually by the Director of Education and then shared with schools. At every review, the policy will be approved by LSP SLT and adopted by the school LGB.

10. Links with other policies

This policy links to the following policies:

- Safeguarding Policy (see individual school websites)
- Behaviour Policy (see individual school websites)
- SEND Policy (on LSP website)

Appendix 1: Attendance Codes

The following codes are taken from the DfE's guidance on school attendance and cannot be adapted by schools.

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