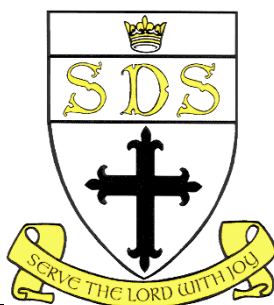
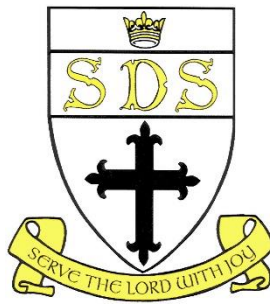


ST DOMINIC SAVIO CATHOLIC PRIMARY SCHOOL

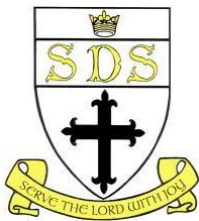


Name of Policy:	Attendance and Punctuality Policy
Date Adopted:	2 nd October 2025
Responsible Person:	Headteacher
Approval:	FGB
Review Date:	Autumn 2026
Signed By:	Laura Hulland Headteacher
Signature:	
Date:	2 nd October 2025
Signed By:	Fiona Cottle Chair of Governing Body
Signature:	2 nd October 2025
Date:	



Attendance and Punctuality Policy Changes

Version	Status	Change Detail	Author	Date
2.0	Complete	Policy sections and appendices renumbered as new content added due to changes in attendance 2024	Headteacher Governors	05.08.2024
		2.6 contact details added for attendance leads		
		3.0 Recording absence details		
		Appendix A intervention strategy added		
		Appendix B attendance codes updated and added		
		9.0 Updated Fixed Penalty Notice information		
		Appendix E updated to reflect new guidance from DfE EHCP defined throughout as 'Education Healthcare Plan'		
		'may' added to flowchart in Appendix to refer to court action as this is determined by LA.		
3.0	Complete	Mission Statement and equality statement added	Headteacher	27.08.2025
		Page 13 Alternative Provision paragraph added		



ST DOMINIC SAVIO CATHOLIC PRIMARY SCHOOL

ATTENDANCE & PUNCTUALITY POLICY

Commitment to equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.



Our Mission Statement

SERVE THE LORD WITH JOY



**We love Jesus and the Gospel values
inspire and guide us.**

**Happy, welcoming, worshipping and caring
community is who we are.**

**We fulfil each child's potential, developing
tomorrow's talent, today!**

Home, parish and school working together.

We are all God's children and respect everyone.



*"To welcome this little child in my name is to
welcome me; and to welcome me is to
welcome Him who sent me."*

(Luke 9:48)

1. Aims

"If a school can improve attendance by 1%, they will see a 5 to 6% improvement in attainment" (Department for Education)

Our school's clear message is: *"Every lesson counts; every minute counts."*

St Dominic Savio Catholic Primary School aims to meet its obligations with regards to school attendance by:

- Listening, understanding and providing support. However, we do not tolerate poor school attendance.
- Promoting good attendance and reducing absence, including persistent absence (below 90%)
- Ensuring every pupil has access to full-time education to which they are entitled
- Acting early to address patterns of absence
- Working in partnership with parents, the governing body and the Local Authority to ensure that pupils achieve maximum possible attendance, raise standards and promote the punctuality of pupils.

We will support parents to perform their legal duty to ensure their child(ren) of compulsory school age attend regularly and will promote and support punctuality in attending lessons.

Attending school every day is essential in order for children to reach their maximum potential and we will do all we can to ensure children do not miss precious learning time.

1.1 Expectations set out by the Diocese of Portsmouth

Our school is inspected by the Diocese of Portsmouth every three to five years. As a Catholic school, we are guided by an important and coherent vision of education. In choosing a Catholic school for your child you are, in effect, seeking an alternative model of education.

Our Catholic school is clear and robust in the principles which guide us and the moral framework within which we educate. The aims of our school are to help everyone within the community to grow in faith, to make the most of every ability and opportunity they have been given, to achieve academic excellence and to prepare well for adult life in a modern and diverse society.

To achieve those aims we require the children of our school to attend school regularly and to strive for the highest possible attendance.

1.2 Attendance register

Attendance Targets/Attendance Registers

- To keep whole school attendance above 96%
- *The rules governing the maintenance of registers, including removal from roll, are contained in the Education (Pupil Registration) (England) Regulations 2006. Attendance registers are legal documents that may be required as evidence in Court cases. (See ANNEX A, Appendix B)*

2. School procedures and Responsibilities

2.1 Leadership & Management

- Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by all staff, pupils and families.
- Make sure all staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.
- Expect good attendance and punctuality from all members of the school community and make sure that all pupils understand its importance.
- Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower all staff to take responsibility for attendance.

- Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance.
- Have a designated attendance champion in the senior leadership team (Assistant Headteacher) with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.
- Make sure staff receive professional development and support to deploy attendance systems effectively.
- Governors should have an accurate view of school attendance and engage in escalation procedures where appropriate.
- Creatively use the Pupil Premium Grant and any other fund to support groups of pupils at risk of persistent absence

2.2 Head Teacher

The Headteacher is responsible for:

- the implementation of the policy.
- all staff knowing and understanding their responsibilities for attendance. To implement the correct training for all staff.
- agreeing whether an absence should be authorised. The power to authorise an absence rests with the Headteacher or delegated person within the school, and not with parents or the local authority – **see Appendix C for circumstances under which an absence will be authorised;**
- working actively to maximise attendance rates, both in relation to individual pupils and the pupil body as a whole.
- having clear policies in place to address persistent absence.
- ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Implementing a system for all parents to report a child's absence. reporting to the Governing Body the attendance figures and progress to achieving the set targets.
- reminding all parents of their commitment to this policy.
- Building respectful relationships with all staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school.
- Communicating openly and honestly with all staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Modelling respectful relationships and appropriate communication for all staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture.

All staff members should:

- Treat all pupils with dignity
- build relationships rooted in mutual respect and observe proper boundaries
- take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
- handle confidential information sensitively
- understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils particularly for children with a social worker and those who have experienced adversity
- deliver clear messages about expectations, routines and consequences to new pupils and families through prospectus and admission/transition events
- use physical presence to reinforce routines and expectations on arrival and departure
- regularly communicate expectations for attendance and punctuality and school performance through your regular channels of communication with staff, pupils and parents

- establish and monitoring implementation of rewards for attendance and punctuality and sanctions for absence and lateness
- monitor implementation of policy and practice, for example through
 - morning gate duty
 - meeting late arrivals at reception
 - talking to parents
- monitor whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions
- establish, implement, and monitor arrangements to identify, report and support children missing education (CME)
- develop good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND)
- engage all pupils in consultation on attendance policy, practice, rewards and sanctions
- Ensure that parents fully understand the demands and responsibilities of elective home education

2.3 Teaching Staff

Teachers are responsible for:

- setting an example of punctuality and good attendance.
- implementing the policy;
- ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date;
- monitoring class and individual attendance patterns;
- informing the school office of any concerns;
- emphasising with children the importance of punctuality and good attendance.
- reminding parents of their commitment to this policy.
- building respectful relationships with all staff, pupils, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school.
- communicating openly and honestly with all staff, pupils and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Modelling respectful relationships and appropriate communication for all staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture.

All staff members should:

- treat pupils with dignity
- build relationships rooted in mutual respect and observe proper boundaries
- take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
- handle confidential information sensitively
- understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils particularly for children with a social worker and those who have experienced adversity
- communicate effectively with all families regarding pupils' attendance and well-being

At St Dominic Savio we:

- communicate and reinforce attendance and punctuality expectations continually e.g. in newsletters, on MS Teams
- emphasise the importance of attendance and its impact on attainment
- promote the next lesson and the sequence of the lesson to motivate pupils to be in the

classroom e.g. Class Dojo updates.

- promote rewards and celebrate progress e.g. additional break time
- but continue to outline sanctions
- apply rewards and sanctions consistently
- follow up on absence and lateness with pupils to identify barriers and reasons for absence
- contact parents and carers regarding absence and punctuality
- review class attendance weekly to share data, identify issues, intervene early and help set targets
- periodically review practice and consistency both across and between departments
- proactively promote attendance practice as part of staff induction
- consider the individual needs and vulnerabilities of pupils

Pupils at risk of persistent absence

At St Dominic Savio we:

Welcome pupils back following an absence and provide good catch-up support to build confidence and bridge gaps. This includes:

- lesson resources
- messages sent on Class Dojo for support with learning
- one to one input
- meet with pupils to discuss absence, patterns, barriers and problems
 - Explain to parents the support they can provide to enable pupils to catch up with their learning
- establish action plans to remove barriers, provide additional support and set targets.

This includes:

- lunchtime arrangements
- support with uniform, transport, routines or emotional wellbeing
- Daily or weekly check-ins to review progress and the impact of support
- making regular contact with families to discuss progress
- Support from our pastoral lead.
- consider what support for re-engagement might be needed, including for vulnerable groups

Pupils who are persistently absent

At St Dominic Savio we:

- prepare supporting resources to ensure pupils can access learning when they return
- develop targeted intervention to address gaps and build pupils' confidence (including considering small group additional support)
- contribute to action plans
- provide tailored praise and encouragement when pupils attend and arrive on time

2.4 Parents

- Parents are responsible in law for ensuring that their children of compulsory school age receive an efficient education suitable to their age, ability, aptitude and any special educational needs that they may have. Most parents fulfil this responsibility by registering their children at a school.
- Parents whose children are registered at a school are responsible for ensuring that their children attend and stay at school.

Parents are also responsible for:

- ensuring that their children are punctual and know the importance of good attendance.

- instilling in their children an appreciation of the importance of attending school regularly.
- impressing upon their children the need to observe the school's code of conduct.
- informing the school on the first day of absence, by 9am or as soon as is practically possible.
- providing the school with an explanation for the absence on the day of absence.
- informing the school of any changes to their contact details.
- Providing full emergency contact details and expect them to be used if no contact can be made during absences
- taking an active interest in their children's school career, praising and encouraging good work and behaviour and attending parent's evenings and other relevant meetings.
- working in partnership with the school to resolve issues which may lead to non-attendance
- avoiding arranging medical/dental appointments during school hours
- not booking holidays during term-time
- treating staff with respect
- actively supporting the work of the school
- calling on staff for help when they need it
- communicating as early as possible circumstances which may affect absence or require support
- Proactively engage with support offered

2.5 Pupils

We expect that all pupils will:

- Attend school every day for the entire duration of the academic year unless there are good reasons for their absence;
- Arrive at school on time;
- Be appropriately prepared for the day; and
- Bring to the attention of their class teacher any issues that may affect their school attendance

2.6 Attendance Lead (Assistant Headteacher) with School Attendance Officer (admin@st-dominicsavio.wokingham.sch.uk)

The School Attendance Lead/School Attendance Officer is responsible for:

- implementing the policy with the Headteacher; School attendance, safeguarding and behaviour policies should clearly outline:
 - the key principles
 - rules pupils need to follow
 - routines
 - consequence systems
- Sharing good practice and incentivising staff
- Training staff in processes and sharing case studies
- Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families.
- Robust school systems which provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
 - children who have a social worker including looked-after children
 - young carers
 - children who are eligible for free school meals
 - children who speak English as a second language
 - children who have special educational needs and disabilities
- Keeping the Head and all school staff informed of attendance figures and trends by

providing regular reports to enable them to track the attendance of all pupils and to implement attendance procedures

- Compiling attendance data for the Head, the Governing Body and the Education Welfare Officer
- Ensuring registers are distributed to the teaching staff and are kept up to date;
- Consultations with the Education Welfare Officer.
- Contacting parents if they have not reported their child's absence by 9.30 am.
- Sending a letter if no contact is made and ensuring processes are in place to address attendance concerns at the earliest opportunity
- Arranging meetings with parents to ensure clear channels of communication are in place and offer support/interventions where necessary.
- Ensure all meetings/communications are clearly recorded and shared with families
- Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.
- The escalation of procedures to address absence needs to be:
 - understood by pupils, parents and carers
 - implemented consistently
 - reviewed regularly
- Ensuring that the Local Authority is notified of any pupil who fails to attend school regularly via an EWS General Reporting Form (CME and Exit) 2021

Attendance Officers also:

- Ensure accurate coding of registers
- engage with feeder schools or organisations to access absence information in order to identify target cohorts prior to transfer, including mid-year transfers and managed moves
- provide appropriate support and challenge to establish good registration practice
- carry out robust first day calling procedures including priority routine for vulnerable children including children with a social worker
- identify and, where possible, mitigate potential barriers to good attendance in liaison with families and relevant support agencies
- implement punctuality routines such as sign in procedures (after 8.50am)
- implement children missing education (CME) procedures when appropriate – see below
- ensure that parents fully understand the demands and responsibilities of elective home education (EHE) – see below
- where pupils have additional vulnerabilities, which may require multi-agency meetings try to arrange those meetings outside of lesson time, where possible

Pupils at risk of persistent absence

At St Dominic Savio we:

- provide regular attendance reports to class teachers, the SEND coordinator, designated safeguarding leads and pupil premium leads for monitoring and evaluation purposes. These cases are also shared during SLT meetings.
- initiate and oversee the administration of absence procedures e.g. letters home.
- engage with local authorities and other external agencies and partners
- work with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and find methods that work and are understood
- consider with family a personal support plan for attendance
- consider if further interventions are required in line with the statutory guidance on parental responsibility measures
- provide regular reports to leaders on the at-risk cohort
- provide regular reports/caseloads to Education Welfare Service or independent attendance

organisations to raise awareness of emerging at-risk pupils

Pupils who are persistently absent

At St Dominic Savio we:

- make regular contact with families to discuss progress
- consider with family the use of an individual target plan for attendance
- liaise with school leaders on referrals to external agencies and multi-agency assessments
- coordinate and contribute to multi-agency meetings to review progress and agree on actions
- work in partnership with Education Welfare Service and other agencies to ensure the appropriate use of statutory parental responsibility measures

3. Recording attendance

3.1 Attendance register

We will keep an electronic attendance register, and place all pupils onto this register.

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

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix B 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.

3.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9am or as soon as practically possible, by calling the school office staff, who can be contacted via 01189693892 or admin@st-dominicsavio.wokingham.sch.uk.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence

unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this. Home visits may be made by school staff to check upon a pupil's wellbeing.

3.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment. Please collect a leave of absence form from the school office and return as early as possible before the appointment.

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

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence.

3.4 Reporting to parents

The school will regularly inform parents about their child's attendance and absence levels. This will be communicated at your child's settling in parent-teacher meeting in the Autumn term, again at the Spring meeting and also in your child's final report at the end of the year. However, we will be in contact whenever we are concerned about your child's attendance to ensure early intervention.

4. Data analysis, monitoring and intervention strategy (See also appendix A)

At St Dominic Savio we will:

- Deliver intervention in a targeted way, in response to data or intelligence.
- Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence (registers, code analysis, cohort and group monitoring, punctuality, and benchmarking to include the DfE attendance tool).
- Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.
- Create action plans in partnership with families and other agencies that may be supporting families, for example, children's social care and early help services.
- Commission or deliver interventions to improve attendance.
- Monitor the impact of any intervention, adjusting if necessary and using findings to inform future strategy.
- Follow local authority codes of conduct, policies and procedures and make referrals for statutory intervention when interventions have not resulted in improved attendance and relevant triggers / thresholds are met
- Work with other schools in the local area such as schools previously attended and the schools of any siblings to support joint working
- Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future
- Attend any training events/Network meeting with the Local Authority and local schools to share effective practice where there are common barriers to attendance
- make timely referrals
- Ensure that all plans are written up and shared with the family making clear decisions, actions, targets and review date
- create and actively engage with parenting contracts

5. Encouraging Good Attendance

The school encourages good attendance by:

- Using clear and consistently applied systems and processes to improve, reward and

incentivise attendance and address absences. Makes sure these systems are inclusive and appropriate for all pupils.

- publicising good attendance during assemblies, newsletters and the termly report to the Governing Body.
- Weekly sharing of attendance figures on MS Teams using the 'attendance' channel. The class with the highest attendance is rewarded with additional break time.
- Discussing attendance at 'Meet the Teacher' at the beginning of the year and at every Parent Meeting.

6. Punctuality Measures (lateness)

The office staff monitor lateness.

They inform:

- the Head/SLT/Teachers of patterns of lateness.
- parents of the school's concerns and arrange a meeting so that the problem can be addressed.

Process:

- The School doors are opened at 8.35am and pupils are then expected to enter the school building and make their way to their classroom.
- Children who arrive after 8.50 am must be signed in by school for purposes of emergency evacuation etc.
- Pupils who arrive between 8.50 am and 9.25 am will be marked as 'late' but counted as present for that session (Code L).
- Pupils who arrive after 9.25am will be marked as 'unauthorised absent' for that session (Code U)
- Follow the LA PN code of conduct for lateness

7. Leaving the school site during the school day

- Pupils are not allowed to leave the premises without prior permission from the school.
- Parents/carers should arrange medical, dental and other appointments outside of school time unless it is an emergency. Parents/carers are requested to confirm in writing the reason for any planned absence, the time of leaving and the expected return time.
- Pupils must be signed out at Reception on leaving the school and signed back in on their return.
- When a pupil is being collected from school, parents/carers are requested to report to Reception before the pupil is allowed to leave the site.
- If a pupil leaves the school site without permission their parents/carers will be contacted. Should the school be unable to make contact with the family it may be appropriate, in certain circumstances, to contact the Police and register the pupil as a missing person or contact Social Services.

8. 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
- A temporary, time-limited part-time timetable
- Exceptional circumstances

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

We define 'exceptional circumstances' in **appendix C**.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

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

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

- Illness (including mental-health illness) and medical/dental appointments
- 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, barges (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience

ABSENCE WILL NEVER BE AUTHORISED FOR A HOLIDAY TAKEN DURING TERM-TIME.

9. Fixed Penalty Notices (FPNs)

The school refers cases to the Local Authority that meet the local authority PN code of conduct in relation to unauthorised absence.

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

Before requesting that a penalty notice be issued, 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 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).

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. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the criteria for a Penalty Notice is met for a third time within 3 years, alternative action will be taken in coordination with Education Welfare., and can result in immediate referral to the Magistrates Court.

10. Pupils at risk of Persistent Absence (Under 90%)

Persistent absence occurs when a child's attendance falls below 90%. Absenteeism at this level will considerably damage a pupil's educational prospects and the school will work alongside parents/carers to tackle this issue by:

Establishing robust escalation procedures which are initiated before absence becomes a problem, for example by:

- sending letters to parents and carers
- having a weekly review
- Use of an individual target plan
- engaging with local authority attendance teams
- using fixed penalty notices
- engaging with children's social care staff, including Virtual School Heads and social workers where appropriate
- establishing a range of evidence-based interventions to address barriers to attendance

Monitoring the implementation and quality of escalation procedures (and intervention), for example:

- evaluating the impact of escalation procedures and seeking robust evidence of procedures that work and that reflect the school context best attending or leading on attendance reviews in line with escalation procedures
- engaging governors in attendance to reinforce messages

10.1 Pupils who are Persistently Absent (Under 90%) or Severely Absent (below 50%)

At St Dominic Savio we:

- establish clear and effective service level agreements with external partners to support pupils with persistent absence, including:
 - local authority Education Welfare Service
 - alternative providers
 - youth services
 - school nursing and mental health professionals
 - children's social care staff where appropriate
- establish good relationships with a network of voluntary organisations and charities to support vulnerable pupils including those with persistent absence, for example:
 - mental health charities
 - mentoring organisations
 - young carers association

- engage in or lead on attendance reviews and clinics in line with escalation procedures

Where a pupil has missed 10 consecutive school days then the school will:

- Apply strategies to improve attendance
- Apply safeguarding strategies (this may include a home visit)
- Focus on the views of parent and pupil
- Make Child Missing Education referral to notify the LA
- Ensure lead professional is assigned

Where a pupil has missed 20 school days then the school will:

- Update and resubmit the Child Missing Education referral to notify the LA
- Continue communication with parent/pupil
- Ensure plans are in place to improve attendance

Where a pupil has missed 20 school days the LA will:

- Register the pupil as Child Missing Education
- Liaise with the school regarding progress offering support and guidance
- Provide Case work where traded service is in place
- Carry out safeguarding duties
- Consider whether it is appropriate for a school to remove a pupil from its school roll (See Appendix D)

11. Changing Schools

It is important that if parents decide to send their child to a different school that they inform St Dominic Savio in writing as soon as possible. A pupil will not be removed from our school roll until the following information has been received and investigated:

- The date the pupil will be leaving the school and starting the next;
- The address of the new school; and
- The school has confirmation that the child has started at the new school and is therefore on their school roll.

The pupil's school records will then be sent to the new school. If the school has not been informed of the above information, the family will be referred to the Education Welfare Service and after four weeks the pupil will be registered on the S2S website as a Pupil Missing Education.

12. Part-Time Timetables

- The Local authority has published [guidance for all schools](#), on the use of part-time timetables for pupils of compulsory school age (the term after their fifth birthday to the last Friday in June following their 16th birthday)
- All schools are required to return information on children who are on part-time tables every half term via the Data Collection from Wokingham Borough Council.

13. Elective Home Education

All children have the right of fair access to a suitable and effective full-time education, however there is no legal requirement for this to take place in a school setting. Families are permitted to provide an education for their children at home if they choose to do so, rather than sending them to school full-time (Section 7 of the Education Act 1996). This is referred to as Elective Home Education (EHE).

The school will not actively encourage parents to Electively Home Educate.

If the school receives information that a parent is considering Elective Home Education, then they must inform the Local Authority and arrange a meeting with the parent, school and Local Authority representative to ensure the parent is fully informed.

If a parent submits written application to remove a pupil from the school roll the school must notify the Local Authority at the point at which the regulation for removal has been met.

The Local Authority will then follow their policies and procedures in relation to Elective Home Education.

Where a pupil has an EHCP (Education Healthcare Plan) then the pupil can only be removed from roll with the Local Authority authorisation and therefore an emergency annual review should be called by the school to address placement (in the event that a change of school setting may be required).

14. Alternative Provision

The school should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. They should regularly review the alternative provision placements they make. Reviews should be frequent enough (at least half termly) to provide assurance that the child is regularly attending, and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement should be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

The department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

- [Alternative Provision DFE statutory guidance](#) and
- [Education for children with health needs who cannot attend school](#) - GOV.UK (www.gov.uk) – DFE statutory guidance.

15. Monitoring

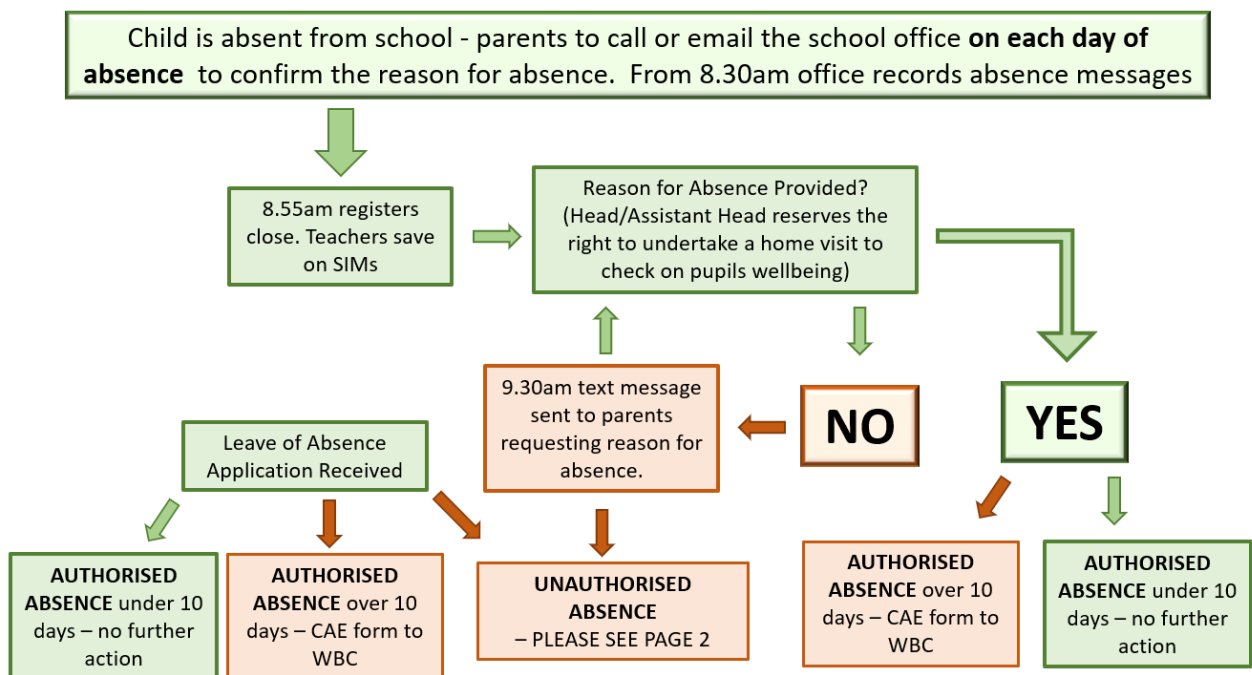
We believe that this policy will be effective only if it is consistently monitored across the whole school whereby attendance is everyone's responsibility.

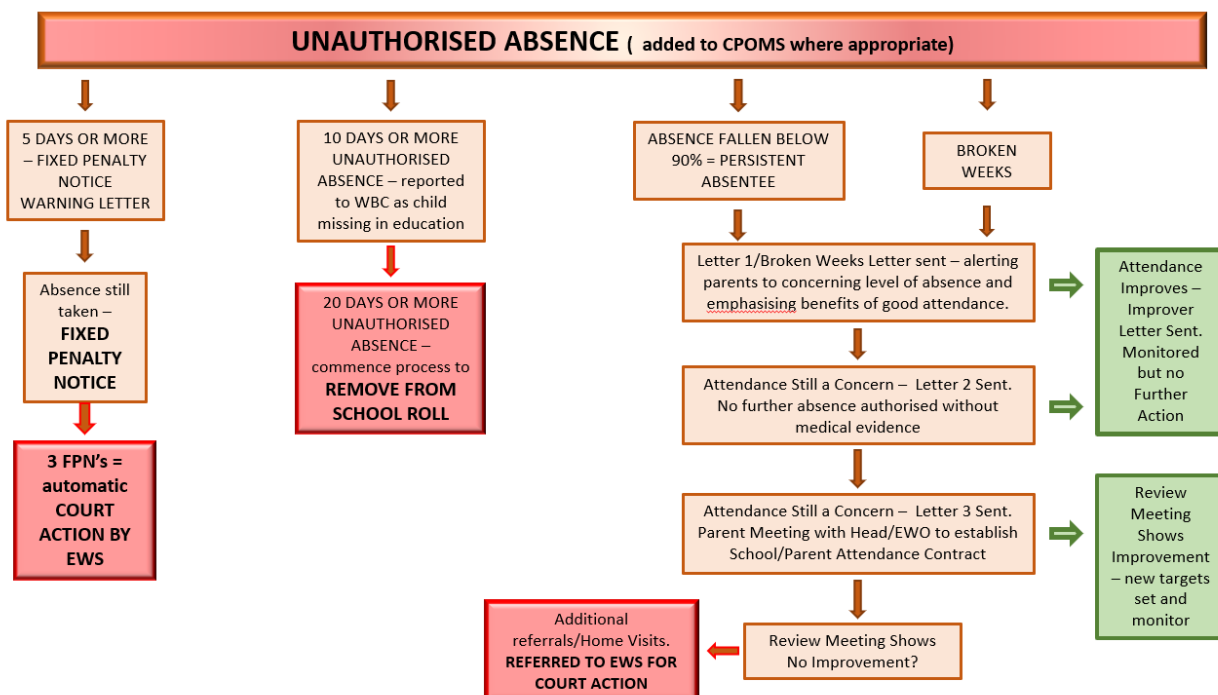
16. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Attendance flow charts





Appendix B

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting

		activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment including 11+ and grammar school tests/interviews
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

Appendix C

Absences will be authorised if:

- The pupil is absent with leave as agreed by the Headteacher.
- The pupil is ill and has not been asked to provide proof of absence.
 - Proof of absence is requested by the school and school are satisfied that it meets the criteria to authorise the absence.
- The absence occurs on a day exclusively set aside for religious observance by the religious body to which the pupil's parent belongs.
- The pupil is the child of Traveller parents who are known to be travelling for occupational purposes and have agreed this with the school but it is not known whether the pupil is attending alternative provision.
- There is a close family bereavement.
- Leave of absence has been applied for in advance and has been granted because of exceptional circumstances relating to the application (parents cannot expect, as of right, that the school will grant leave of absence).
- Leave of absence to allow a pupil to take part in a performance within the meaning of s37 of the Children and Young Persons Act 1963 © for which a child performance licence has been issued. HCC will not issue a child performance licence where absence is required without the written permission of the Headteacher.

Only the school can authorise an absence. The fact that a parent has provided a note or other explanation (telephone call or personal contact) in relation to a particular absence does not, of itself, oblige the school to accept it, if the school does not accept the explanation offered as a valid reason for absence. If, after further investigation doubt remains about the explanation offered – or when no explanation is forthcoming at all – the absence will be treated as unauthorised and the parent informed.

Appendix D

Grounds for deleting a pupil from the school admission register	
Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended	
1	8(1)(a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2	8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.

3	8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.
6	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
7	8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and — (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
9	8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
10	8(1)(j) - that the pupil has died.
11	8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and— (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form.
12	8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school.

13	8(1)(m) - that he has been permanently excluded from the school.
14	8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.
15	8(1)(o) where— (i) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

Appendix E

Further sources of information:

Relevant legislation

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 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
 - <https://www.legislation.gov.uk/ukxi/2006/1751/contents>[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
 - <https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made>
- It also refers to:
- [School census guidance](#)
 - [Keeping Children Safe in Education](#)
 - [Mental health issues affecting a pupil's attendance: guidance for schools](#)