



DANE ROYD J&I SCHOOL

Attendance Policy

**Review frequency:
Annually**

Approval by: Nick Rook

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Lead personnel: J.Davison

Aims which guide our policies and practice at Dane Royd School



PERSEVERANCE

As a school, we aim to nurture an environment where children and staff achieve and thrive. We want to build strong foundations and a love of learning where every member of our school community feels they belong, can be, and become the very best version of themselves. We want our children to understand the rich heritage of the world; to be a positive member of their community and to become skilled citizens who have self-belief, passion and empathy for the world in which they live.

Our Agreed Strong Foundations are:



RESPECTFUL

- To create a school environment which nurtures and encourages a life-long love of learning.
- All members of the school community will live the school values. Through these values, we will equip our young people with the skills for life, to make them reflective, empathetic and open-minded members of the community.
- To provide vital enrichment activities to provide opportunities for our children to experience and thrive in.
- To teach the knowledge and skills to enable our young people to make informed decisions about their well-being, health and relationships to build their self-efficacy.
- To celebrate differences and diversity, and promote equity of opportunity so all can thrive together.
- To have high aspirations for all our young people. We want every child to succeed in their own way. Successful learning means enabling every individual – regardless of background, race, gender, disability, sexuality or socioeconomic status – to flourish in our school.
- To support pupils to become responsible, active citizens who can play their part in public life as young people and adults in modern Britain.
- We want our children and staff to be proud of their school. By following our school values, we will build a respectful, dynamic and inclusive school community where everyone's achievements are celebrated.



OPEN-MINDED



UNDERSTANDING



DETERMINED

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

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1. AIMS

At Dane Royd J & I School, we believe that every child has the right to attend school, belong, achieve and thrive. Regular attendance is fundamental to educational success, safeguarding, wellbeing, inclusion and future life chances. Attendance is therefore not viewed solely as an administrative process, but as a key indicator of engagement, welfare and access to learning.

We recognise that attendance is everyone's responsibility. Strong attendance is achieved through positive relationships, high expectations, an inclusive culture and effective partnership working with families, rather than through compliance or punishment alone.

The school is committed to developing and maintaining a culture where:

- Every child feels safe, valued and connected.
- Every child experiences a strong sense of belonging.
- Excellent attendance is promoted through positive relationships.
- Barriers to attendance are identified and addressed early.
- Support is prioritised before enforcement wherever appropriate.
- Attendance concerns are understood as potential indicators of wider need.
- Attendance remains a key safeguarding priority.
- Families and school work together to secure the best possible outcomes for children.

Specifically, this policy aims to:

- Promote excellent attendance and punctuality for all pupils.
- Maintain attendance significantly above national averages.

- Reduce persistent and severe absence.
 - Ensure every pupil can access their entitlement to full-time education.
 - Promote attendance as a safeguarding responsibility.
 - Develop effective partnerships with families.
 - Use attendance data proactively to identify emerging concerns.
 - Ensure attendance systems contribute to safeguarding, inclusion and early help processes.
 - Support vulnerable pupils through a graduated attendance response.
 - Fulfil all statutory attendance duties and expectations set out by the Department for Education. Working Together to Improve School Attendance 2026
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2. LEGISLATION AND GUIDANCE

This policy is based upon the requirements contained within:

- Working Together to Improve School Attendance (July 2026).
- Keeping Children Safe in Education.
- Children Missing Education.
- Supporting Pupils at School with Medical Conditions.
- Special Educational Needs and Disability Code of Practice.

This policy also reflects requirements within:

- Education Act 1996.
- Education Act 2002.
- Children Act 1989.
- Education and Inspections Act 2006.
- Anti-Social Behaviour Act 2003.
- School Attendance (Pupil Registration) (England) Regulations 2024.
- Education (Penalty Notices) (England) Regulations 2007 (as amended).
- Equality Act 2010.

The school will continue to have due regard to all current attendance legislation and statutory guidance.

3. ROLES AND RESPONSIBILITIES

3.1 Governing Board

The Governing Board will:

- Promote attendance as a key strategic priority.
- Ensure attendance remains a standing item within school improvement and safeguarding discussions.
- Hold leaders accountable for attendance outcomes.
- Ensure sufficient staffing, resources and training support attendance improvement.
- Monitor attendance data and vulnerable group outcomes.
- Challenge leaders regarding patterns of absence.
- Ensure attendance systems comply with statutory requirements.
- Support development and review of attendance policy, strategy and practice.
- Review attendance trends and evaluate intervention effectiveness. Working Together to Improve School Attendance 2026

The Governing Board may appoint a nominated Attendance Governor to work alongside school leaders in reviewing attendance performance and supporting strategic development. Working Together to Improve School Attendance 2026

3.2 Headteacher

The Headteacher is responsible for:

- Implementing this policy.
 - Ensuring statutory attendance duties are fulfilled.
 - Maintaining strategic oversight of attendance improvement.
 - Reporting attendance outcomes to governors.
 - Ensuring staff understand attendance expectations.
 - Allocating appropriate resources to attendance support.
 - Authorising attendance-related decisions where required.
 - Working collaboratively with the Local Authority and other agencies.
 - Ensuring attendance remains central to safeguarding and inclusion systems. Working Together to Improve School Attendance 2026
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3.3 Senior Attendance Champion

The school's Senior Attendance Champion is:

James Davison

The Senior Attendance Champion is responsible for:

- Leading and championing attendance throughout the school.
- Developing and maintaining the school's attendance strategy.
- Monitoring attendance data and identifying trends.

- Ensuring attendance systems operate effectively.
- Coordinating attendance support and intervention.
- Working directly with pupils and families.
- Leading attendance review meetings.
- Working with external agencies and Local Authority attendance services.
- Monitoring Attendance Support Plans.
- Evaluating attendance interventions.
- Reporting attendance information to senior leaders and governors.
- Ensuring attendance remains embedded within the wider safeguarding and inclusion agenda. Working Together to Improve School Attendance 2026

Contact: 01924 242917

3.4 Attendance Officer

The Attendance Officer is:

Laura Klimo

Responsibilities include:

- Daily attendance monitoring.
 - First day absence procedures.
 - Attendance data analysis.
 - Attendance reporting.
 - Communication with families.
 - Administration of attendance systems.
 - Supporting attendance interventions.
 - Liaison with attendance services and external agencies where required.
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3.5 Class Teachers

Class teachers are responsible for:

- Recording attendance accurately.
 - Promoting positive attendance and punctuality.
 - Building strong relationships with pupils.
 - Monitoring emerging attendance concerns.
 - Identifying barriers to attendance early.
 - Communicating attendance concerns to leaders.
 - Contributing to Attendance Support Plans and review meetings where appropriate.
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3.6 School Office Staff

School office staff will:

- Receive absence notifications.
 - Record attendance information accurately.
 - Support first-day absence procedures.
 - Escalate concerns appropriately.
 - Assist with communication between school and families.
 - Maintain attendance records.
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3.7 Parents and Carers

Parents and carers are expected to:

- Ensure regular attendance.
- Ensure punctual arrival.
- Notify the school of absence promptly.
- Provide reasons for absence.
- Engage positively with attendance support.
- Attend meetings arranged by the school.
- Communicate any barriers affecting attendance.
- Support attendance improvement plans where required.

The school recognises that support and partnership are essential to improving attendance and will work collaboratively with families wherever possible. Working Together to Improve School Attendance 2026

3.8 Pupils

Pupils are expected to:

- Attend school regularly.
- Arrive punctually.
- Engage positively with learning.
- Access support when required.
- Contribute to attendance planning where appropriate.
- Communicate concerns affecting attendance to trusted adults.

4. RECORDING ATTENDANCE

4.1 Attendance Register

The school will maintain an electronic attendance register in accordance with statutory requirements.

Attendance will be recorded for every pupil at the beginning of each morning session and once during each afternoon session using the national attendance codes prescribed by the Department for Education. Attendance registers are legal documents and will be maintained in accordance with statutory guidance. Working Together to Improve School Attendance 2026

The register will record whether a pupil is:

- Present at school.
- Attending approved educational activity.
- Absent with authorisation.
- Absent without authorisation.
- Unable to attend due to unavoidable circumstances.
- Accessing approved provision elsewhere.

Attendance records will be retained for a minimum of six years. Any amendments to attendance records will clearly show:

- The original entry.
- The amended entry.
- The reason for amendment.
- The date of amendment.
- The name of the person making the amendment.

4.2 School Day and Registration Times

Reception to Year 6

Activity	Time
School opens	8:40am
School starts	8:50am
Morning register	9:05am
Morning register closes	9:35am
Afternoon register	1:05pm

Nursery

Session	Time
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Morning session	8:45am
Afternoon session	12:15pm

Registers are taken at the same time for all pupils and remain open for no longer than 30 minutes in accordance with national guidance.

4.3 Reporting Absence

Parents/carers must notify school of any absence on the first day of absence before 9:30am.

Notification should include:

- Pupil name.
- Reason for absence.
- Expected duration of absence where known.
- Relevant information regarding medical appointments or treatment if appropriate.

For prolonged absences, families will be expected to maintain regular communication with the school and provide updates regarding the pupil's wellbeing and anticipated return.

4.4 Medical Evidence

The school recognises that parental reports of illness can usually be accepted without further evidence.

The school will not operate blanket policies requiring medical evidence.

Medical evidence may be requested where:

- There is genuine and reasonable concern regarding the authenticity of an illness absence.
- A pupil experiences recurring patterns of illness.
- Support or reasonable adjustments need to be considered.
- Long-term medical issues are affecting attendance.

Any request for evidence will be proportionate, reasonable and considered on an individual basis. The school will work collaboratively with families to minimise unnecessary burden. Working Together to Improve School Attendance 2026

4.5 First Day Response and Unexplained Absence

Where a pupil is absent without explanation, the school will:

- Contact parents or carers on the first day of absence.
- Use all available emergency contacts where necessary.
- Complete additional checks where concerns remain.
- Undertake welfare visits where appropriate.
- Liaise with external agencies where safeguarding concerns are identified.
- Record attendance accurately and update codes within statutory timescales.

Where a reason for absence cannot be established promptly, attendance concerns may trigger safeguarding processes. Attendance is viewed as a key safeguarding indicator.

4.6 Children Missing Education (CME)

The school recognises that Children Missing Education may be at increased risk of harm, neglect, exploitation and abuse.

The school will:

- Follow Children Missing Education procedures.
- Maintain regular communication with the Local Authority.
- Complete all required statutory returns.
- Undertake reasonable enquiries where pupils cannot be located.
- Escalate concerns appropriately through safeguarding processes.

Any pupil whose whereabouts become unknown will be managed in accordance with Local Authority and safeguarding procedures.

4.7 Punctuality

The school expects all pupils to arrive punctually and ready to learn.

A pupil arriving:

- Before the register closes will receive a late mark.
- After the register closes will receive the appropriate absence code.

Persistent lateness will be monitored and addressed through:

- Conversations with families.
- Attendance monitoring.
- Attendance Support Plans where required.

- Additional intervention where concerns persist.

The school recognises that persistent lateness can have a significant impact on learning, wellbeing and attendance outcomes.

4.8 Reporting Attendance to Parents

The school will communicate attendance information regularly through:

- Parent consultation evenings.
- Written reports.
- Attendance reviews.
- Attendance support meetings.
- Direct communication where concerns arise.

Attendance information will be presented clearly and meaningfully to ensure families understand:

- Current attendance levels.
 - Time missed from education.
 - Emerging attendance concerns.
 - Available support.
 - Working Together to Improve School Attendance 2026
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5. AUTHORISED AND UNAUTHORISED ABSENCE

5.1 Principles

The school recognises that pupils may occasionally need to be absent from school.

However, every child has a right to full-time education and every parent has a legal responsibility to ensure regular attendance. Absence should therefore only occur where lawful and appropriate. Working Together to Improve School Attendance 2026.

The school will consider each request for absence individually and will not apply blanket rules regarding authorisation.

5.2 Authorised Absence

Authorised absence may include:

Illness

Including physical or mental health-related illness where attendance is not possible.

Medical or Dental Appointments

Where appointments cannot reasonably be arranged outside school hours.

Religious Observance

Where the day has been set aside by the relevant religious body.

Exceptional Circumstances

Determined individually by the Headteacher.

Regulated Performances

Where statutory requirements have been met.

Educational Interviews

For transitions or employment opportunities where applicable.

Part-Time Timetables

Where approved in accordance with statutory guidance and only for exceptional reasons.
Working Together to Improve School Attendance 2026.

5.3 Leave of Absence Requests

Requests for leave of absence must be submitted in advance and in writing.

Each request will be considered based upon:

- Individual circumstances.
- Educational impact.
- Attendance history.
- Welfare considerations.

- Relevant legal requirements.

The Headteacher retains discretion in determining:

- Whether leave can be authorised.
 - The duration of leave authorised.
 - Whether supporting evidence is required.
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5.4 Family Holidays

Family holidays during term time will not normally be considered exceptional circumstances.

The Department for Education states that holidays and leisure activities should not generally be authorised during term time.

Where absence is taken without authorisation, the absence may be recorded as unauthorised and may result in legal intervention being considered. Working Together to Improve School Attendance 2026.

5.5 Unauthorised Absence

Absence may be recorded as unauthorised where:

- No explanation is provided.
- The explanation is not accepted.
- Leave of absence has not been authorised.
- A pupil arrives after the register closes without acceptable reason.
- A holiday is taken without authorisation.

Unauthorised absence forms part of attendance monitoring and may contribute towards statutory intervention thresholds.

5.6 Notices to Improve

Where support has been offered but attendance remains a concern, the school may work with the Local Authority to implement a Notice to Improve.

The Notice to Improve provides families with:

- A clear explanation of attendance concerns.
- Details of support offered.
- Expected attendance improvements.
- Timescales for improvement.
- Information regarding possible future legal intervention.

The improvement period will normally be between three and six weeks in accordance with Local Authority procedures.

5.7 National Penalty Notice Framework

The school follows the National Framework for Penalty Notices.

Penalty notices may be considered where:

- There are 10 sessions of unauthorised absence within a rolling 10-school-week period.
- Support has not secured sufficient improvement.
- Families have taken unauthorised holiday absence.
- Legal intervention is considered appropriate. Working Together to Improve School Attendance 2026

Current national charges are:

Notice	Amount
First Notice	£80 within 21 days / £160 within 28 days
Second Notice	£160 within 28 days
Third Offence	Alternative legal action

The school will always consider support, proportionality and individual circumstances before recommending any legal intervention.

6. ATTENDANCE IMPROVEMENT FRAMEWORK

Dane Royd J & I School adopts the graduated attendance model outlined within Working Together to Improve School Attendance (2026). This approach recognises that attendance concerns are often indicators of wider barriers and that successful attendance improvement is achieved through strong relationships, early intervention and effective support.

Our attendance framework is built around six key stages:

EXPECT

The school will:

- Promote a culture of excellent attendance.
 - Set high expectations for all pupils.
 - Communicate attendance expectations regularly.
 - Ensure all staff understand attendance responsibilities.
 - Promote the value of attendance through assemblies, curriculum opportunities and school communication systems.
 - Celebrate attendance improvement, resilience and commitment.
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MONITOR

The school will:

- Analyse attendance data weekly.
- Monitor attendance trends across year groups and vulnerable cohorts.
- Identify emerging attendance concerns quickly.
- Track punctuality and attendance patterns.
- Use attendance information to inform safeguarding and inclusion decisions.
- Monitor attendance for vulnerable groups including:
 - SEND pupils
 - Disadvantaged pupils
 - Pupils with EHCPs
 - Children with social workers
 - Young carers
 - Pupils experiencing mental health difficulties
 - Pupils at risk of persistent absence

Attendance information will be considered alongside welfare, behaviour, safeguarding and inclusion data.

LISTEN AND UNDERSTAND

When attendance concerns emerge, the school will:

- Meet with pupils and parents.
- Explore barriers to attendance.
- Consider wider family circumstances.
- Use pupil voice to understand concerns.
- Adopt a strengths-based and relational approach.

- Avoid assumptions regarding reasons for absence.

The school recognises that attendance difficulties may be linked to:

- Anxiety
- Family circumstances
- Mental health
- SEND
- Medical needs
- Safeguarding concerns
- Curriculum engagement
- Relationships within school
- Wider vulnerabilities

Understanding barriers is essential before effective support can be put in place.

FACILITATE SUPPORT

Where barriers are identified, the school will coordinate appropriate support.

Support may include:

- Pastoral support.
- Attendance mentoring.
- Trusted adults.
- Inclusion support.
- SEND intervention.
- Family support.
- Early Help referrals.
- Team Around the Child meetings.
- Social care referrals where required.
- Mental health support.
- ELSA intervention.
- Curriculum reviews.
- Reintegration planning.

Support will always be proportionate to the level of need.

FORMALISE SUPPORT

Where attendance concerns continue despite support, more formal intervention may be introduced.

Examples include:

- Attendance Support Plans.
- Attendance Contracts.
- Targeting Support Meetings.
- Education Supervision Order discussions.
- Formal attendance reviews.
- Notices to Improve.

Support will remain the primary focus throughout formal processes.

ENFORCE

Where support has not secured sufficient improvement and attendance remains a significant concern, the school may work with the Local Authority regarding:

- Penalty Notices.
- Notices to Improve.
- Education Supervision Orders.
- Attendance prosecution.

All legal intervention will be considered carefully, proportionately and in accordance with statutory guidance.

7. ATTENDANCE SUPPORT AND INTERVENTION

The school's support model aligns directly to the attendance strategy and graduated response approach.

7.1 Tier 1 – Universal Attendance Support

All pupils benefit from:

- High quality teaching.
- Strong relationships with staff.
- A safe and inclusive learning environment.
- Attendance promotion through assemblies and curriculum.

- Positive attendance messaging.
- Attendance monitoring.
- Celebration of attendance improvement and commitment.
- Strong home-school communication.

The aim of Tier 1 support is to prevent attendance concerns developing.

7.2 Tier 2 – Attendance Concerns Emerging

When attendance begins to decline, additional support may include:

- Attendance conversations.
- Parental meetings.
- Attendance reviews.
- Attendance Support Plans.
- Target setting.
- Increased pastoral support.
- Trusted adult allocation.
- Curriculum reviews.
- SEND consultations.
- Early Help consideration.
- Pupil voice meetings.

The focus remains on identifying and removing barriers as early as possible.

7.3 Tier 3 – Persistent Absence

Persistent absence occurs where attendance falls below 90%.

Support may include:

- Senior Leadership Team involvement.
- Individual attendance action plans.
- Frequent attendance monitoring.
- Multi-agency working.
- Early Help assessments.
- Team Around the Child meetings.
- Attendance Support Plans.
- Referrals to specialist services.
- Attendance reviews with families.

Barriers and intervention impact will be reviewed regularly.

7.4 Severe Absence

Severe absence occurs when attendance falls below 50%.

The school recognises that pupils in this category often face significant barriers and require intensive support.

Responses may include:

- Immediate Senior Leader oversight.
- Multi-agency planning.
- Team Around the Family processes.
- Early Help assessment.
- Safeguarding review.
- SEND review.
- Attendance Contract consideration.
- Education Supervision Order consideration.
- Attendance legal intervention discussion.

Severe absence will always be treated as a safeguarding priority.

7.5 Attendance Support Plans

Attendance Support Plans may be implemented when attendance concerns arise.

Plans will:

- Be developed collaboratively.
- Identify barriers to attendance.
- Include agreed actions and responsibilities.
- Establish attendance targets.
- Determine review periods.
- Record pupil and family views.
- Identify success measures.

The plan will be reviewed regularly and amended according to need.

7.6 SEND, SEMH, EBSA AND MENTAL HEALTH

The school recognises that attendance difficulties may arise from:

- SEND.
- SEMH needs.
- Medical needs.
- Anxiety.
- Trauma.
- Emotionally Based School Avoidance (EBSA).
- Sensory needs.
- Wider inclusion barriers.

The school's ambition for attendance remains high for all pupils, but support will be personalised and proportionate.

Where appropriate the school may:

- Undertake EBSA assessment.
- Provide trusted adult support.
- Introduce reasonable adjustments.
- Review classroom barriers.
- Adjust routines.
- Provide pastoral support.
- Coordinate external support.
- Develop reintegration plans.
- Introduce phased return arrangements.

Attendance concerns may also trigger review of SEND provision.

7.7 Young Carers

The school recognises that young carers may experience additional challenges affecting attendance.

Where attendance concerns are linked to caring responsibilities, the school will:

- Work with families sensitively.
- Explore barriers.
- Access specialist support where required.
- Coordinate with external agencies.

- Monitor attendance closely.

Young carers will be supported through the graduated attendance response.

7.8 Reintegration Following Absence

Where a pupil returns following:

- Extended illness,
- Persistent absence,
- Severe absence,
- Suspension,
- Alternative provision,
- Mental health difficulties,

the school will develop appropriate reintegration support.

This may include:

- Reintegration meetings.
- Gradual reintroduction plans.
- Phased attendance arrangements.
- Trusted adult support.
- Curriculum catch-up support.
- Attendance mentoring.
- Regular review meetings.

The aim is to ensure pupils feel safe, supported and successful upon returning to school.

7.9 Targeted Support Meetings

The school will participate in Local Authority Targeted Support Meetings where appropriate.

These meetings may be used to:

- Review attendance concerns.
- Access specialist advice.
- Coordinate support.
- Identify additional resources.
- Review severe absence cases.
- Develop multi-agency action plans.

Attendance support will always prioritise collaboration, safeguarding and early intervention.

8. ATTENDANCE MONITORING

8.1 Monitoring Attendance

The school will monitor attendance continuously at:

- Whole-school level.
- Year group level.
- Class level.
- Individual pupil level.
- Vulnerable group level.

Attendance analysis will be undertaken weekly, half-termly, termly and annually in order to identify trends, patterns and emerging concerns. Working Together to Improve School Attendance 2026 emphasises that attendance data should be used proactively rather than reactively.

8.2 Attendance Data Analysis

Attendance analysis will include:

Whole-School Measures

- Overall attendance.
- Persistent absence.
- Severe absence.
- Punctuality.

Vulnerable Groups

- Pupils with SEND.
- Pupils with EHCPs.
- Disadvantaged pupils.
- Pupils eligible for Free School Meals.
- Children Looked After.
- Children Previously Looked After.
- Children with social workers.
- Young carers.
- Pupils receiving pastoral support.
- Pupils receiving Early Help support.

Attendance Trends

The school will identify:

- Emerging concerns.
- Frequent illness patterns.
- Punctuality concerns.
- Year group trends.
- Vulnerable cohort trends.
- Seasonal attendance patterns.
- Repeat absence patterns.

Attendance concerns will be considered alongside inclusion, safeguarding and wellbeing information.

8.3 Benchmarking

The school will compare attendance outcomes against:

- National attendance figures.
- Local attendance figures.
- Statistical neighbours.
- Similar schools.
- Internal historical data.

Attendance analysis will support ongoing school improvement planning and strategic decision-making.

8.4 Reporting Attendance

Attendance information will be reported regularly to:

Staff

- Class teachers.
- Inclusion leaders.
- DSLs.
- Senior leaders.

Governors

Governors will receive reports including:

- Whole-school attendance.
- Persistent absence.
- Severe absence.
- Attendance gaps between groups.
- Impact of interventions.
- Attendance strategy evaluation.

This enables Governors to provide effective challenge and support regarding attendance outcomes.

8.5 Persistent Absence

Persistent absence is defined as attendance below 90% (19 Days in a school year)

The school will:

- Identify pupils before persistent absence becomes established.
- Intervene quickly.
- Prioritise support.
- Monitor impact regularly.

Attendance support will increase in intensity as absence increases. The school will recognise that persistent absence often reflects wider barriers to participation.

8.6 Severe Absence

Severe absence occurs when a pupil misses 50% or more of available education.

Severe absence will trigger:

- Immediate review.
- Senior leader oversight.
- Safeguarding consideration.
- Multi-agency involvement.
- Intensive attendance intervention.

Pupils experiencing severe absence will be prioritised within attendance, safeguarding and inclusion systems.

9. FORMAL ATTENDANCE SUPPORT AND LEGAL INTERVENTION

The school is committed to ensuring support always remains the primary response to attendance concerns.

However, where attendance does not improve despite support, formal intervention may be required.

9.1 Attendance Contracts

Attendance Contracts may be introduced where:

- Attendance concerns continue despite support.
- Greater structure is required.
- Families are willing to engage in a formal attendance improvement process.

Attendance Contracts will:

- Be agreed collaboratively.
- Define responsibilities.
- Identify support available.
- Set attendance expectations.
- Include review arrangements.

Attendance Contracts are not punitive and are intended to secure engagement with support.

9.2 Formal Attendance Reviews

The school may hold formal attendance review meetings where:

- Attendance concerns continue.
- Existing interventions are not securing improvement.
- Multi-agency coordination is required.

Meetings may involve:

- Parents/carers.
- Pupils.
- Senior leaders.

- Attendance services.
- Early Help professionals.
- Other relevant agencies.

Written records will be maintained alongside agreed actions and review dates.

9.3 Education Supervision Orders

Where support and Attendance Contracts are not effective, the Local Authority may consider an Education Supervision Order (ESO).

The school will:

- Work collaboratively with the Local Authority.
- Contribute information to support decision-making.
- Participate in review arrangements.
- Support implementation where appropriate.

The school recognises ESOs as a supportive legal intervention rather than a punitive measure.

9.4 Notices to Improve

A Notice to Improve may be considered where:

- Attendance concerns continue.
- Support has been offered.
- Improvement remains insufficient.

The Notice to Improve provides a final opportunity to secure attendance improvement before further legal intervention is considered.

The notice will outline:

- Attendance concerns.
 - Support offered.
 - Improvement expectations.
 - Review period.
 - Potential consequences of continued non-attendance.
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9.5 Penalty Notices

The school follows the National Framework for Penalty Notices.

Penalty notices may be considered when:

- Ten sessions of unauthorised absence occur within a rolling ten-school-week period.
- Attendance concerns remain despite support.
- Unauthorised holidays occur.
- Alternative intervention is not considered appropriate.

Penalty notices are issued in accordance with Local Authority procedures and current national regulations.

9.6 Attendance Prosecution

Attendance prosecution remains a last resort.

The school recognises that prosecution should only be considered where:

- Support has been exhausted.
- Engagement has not occurred.
- Attendance concerns remain significant.
- Alternative interventions have not been successful or appropriate.

Decisions regarding prosecution remain the responsibility of the Local Authority.

10. ATTENDANCE AS SAFEGUARDING

Attendance is a safeguarding responsibility.

The school recognises that attendance concerns may indicate:

- Unmet need.
- Family difficulties.
- Mental health concerns.
- Neglect.
- Exploitation.
- SEND needs.
- Medical needs.
- Wider vulnerabilities.

Attendance information forms an integral component of the school's safeguarding systems. Attendance Strategy 2026-2029 identifies attendance as one of the strongest indicators that a child is safe, included and able to access learning.

10.1 Safeguarding Monitoring

Attendance information will be considered routinely within:

- DSL meetings.
- Safeguarding reviews.
- Inclusion meetings.
- Vulnerable pupil meetings.
- Attendance reviews.

Attendance patterns may trigger:

- Early Help consideration.
- Safeguarding referrals.
- Child in Need discussions.
- Child Protection discussions.
- Multi-agency planning.

The school will always seek to understand the context behind attendance concerns and ensure appropriate action is taken.

10.2 Children Missing Education

Children Missing Education procedures will be followed rigorously.

The school will:

- Undertake required enquiries.
- Liaise with the Local Authority.
- Escalate concerns through safeguarding systems.
- Complete statutory returns.
- Support efforts to establish pupil whereabouts.

Protecting vulnerable children remains a priority within all attendance procedures.

11. MONITORING ARRANGEMENTS

The policy will be reviewed:

- Annually.
- Following significant legislative change.
- Following substantial attendance guidance revisions.
- Where evaluation identifies a need to update processes.

Responsibility for review lies with:

James Davison (Senior Attendance Champion)

The policy will be approved by the Governing Board.

12. LINKS WITH OTHER POLICIES

This policy should be read alongside:

- Safeguarding Policy.
- Behaviour and Restraint Policy.
- SEND Policy.
- Inclusion Policy.
- Medical Needs Policy.
- Mental Health and Wellbeing Policy.
- Children Missing Education Procedures.
- Equality Policy.
- Attendance Strategy 2026-2029.

APPENDIX 1 – DfE ATTENDANCE AND ABSENCE CODES (2026)

This appendix provides a summary of the national attendance and absence codes prescribed in Working Together to Improve School Attendance (July 2026) and the School Attendance (Pupil Registration) (England) Regulations 2024. Staff responsible for attendance recording must ensure codes are applied accurately and consistently.

PRESENT AT SCHOOL

Code	Meaning	Description
/	Present (AM)	Pupil present at registration during morning session
\	Present (PM)	Pupil present at registration during afternoon session
L	Late before register closes	Pupil arrives after registration starts but before register closes

ATTENDING A PLACE OTHER THAN SCHOOL

Code	Meaning	Description
B	Approved educational activity	Alternative educational activity approved by the school
D	Dual registration	Pupil attending another school where they are dual registered
K	Educational provision arranged by Local Authority	Alternative provision arranged by the Local Authority
P	Sporting activity	Approved sporting activity
V	Educational visit or trip	School visit, trip or educational activity
W	Work experience	Approved work experience placement

These codes are counted as attendance for statistical purposes.

AUTHORISED LEAVE OF ABSENCE

Code	Meaning	Description
C	Exceptional circumstances	Leave of absence granted by the school
C1	Regulated performance or employment	Approved performance or employment abroad
C2	Part-time timetable	Approved temporary part-time timetable
J1	Educational or employment interview	Approved interview attendance
M	Medical/dental appointment	Appointment approved by school
S	Study leave	Approved study leave
X	Non-compulsory school age absence	Pupil not required to attend

OTHER AUTHORISED ABSENCE

Code	Meaning	Description
I	Illness	Physical or mental health related illness
R	Religious observance	Day set aside by the relevant religious body
T	Parent travelling for occupational purposes	Traveller families and eligible mobile children
E	Suspension or exclusion	Used during periods of suspension where no alternative provision has yet commenced

UNABLE TO ATTEND DUE TO UNAVOIDABLE CIRCUMSTANCES

Code	Meaning	Description
Q	Lack of access arrangements	Local Authority transport/access arrangements unavailable
Y1	Transport normally provided unavailable	School transport not available
Y2	Widespread disruption to travel	Major travel disruption or emergency
Y3	Part of premises closed	Site partially unavailable
Y4	Whole school unexpectedly closed	Adverse weather or emergency closure
Y5	Criminal justice detention	Pupil detained by criminal justice system

Y6	Public health restrictions	Attendance prevented through health guidance/law
Y7	Other unavoidable cause	Other unavoidable exceptional circumstance

These codes are recorded as not a possible attendance session.

UNAUTHORISED ABSENCE

Code	Meaning	Description
G	Holiday not authorised	Holiday taken without school approval
N	Reason not yet established	Initial code whilst absence is investigated
O	Absent in other circumstances	No acceptable reason established
U	Arrived after register closed	Late arrival after register closure

The school will investigate all unauthorised absence and implement the graduated attendance response outlined within this policy.

ADMINISTRATIVE CODES

Code	Meaning	Description
Z	Prospective pupil	Pupil not yet on roll
#	Planned whole-school closure	Holiday periods, training days or planned closures

ATTENDANCE THRESHOLDS USED BY DANE ROYD J & I SCHOOL

In accordance with the school's graduated attendance model:

Attendance Category	Definition
Excellent Attendance	97%+
Good Attendance	95–96.9%
Monitor	Below 95%
Persistent Absence	Below 90%

Severe Absence	Below 50%
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Attendance figures will always be considered alongside days absent and wider context. The school recognises that attendance concerns are often indicators of wider barriers and support needs. Our Attendance Strategy 2026-2029 places significant emphasis on early intervention, belonging, inclusion and support.

KEY ATTENDANCE PRINCIPLES

The school's attendance systems are based upon six core principles:

1. **Expect** – High expectations for all pupils.
2. **Monitor** – Early identification of attendance concerns.
3. **Listen and Understand** – Exploring barriers collaboratively.
4. **Facilitate Support** – Removing barriers through tailored intervention.
5. **Formalise Support** – Attendance Support Plans, Attendance Contracts and wider coordinated intervention.
6. **Enforce** – Legal intervention only where necessary and proportionate.