

# ATTENDANCE POLICY



Policy Document	Attendance Policy
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**This policy is written to comply with the Independent School Standards and is based on the National Curriculum and Ofsted framework.**

**The Maples – Attendance Policy**

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## **The Maples – Attendance Policy**

### **1. Aims**

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

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

We will also promote and support punctuality in attending school.

### **1. Legislation and Guidance**

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

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School, Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)
- It also refers to:
  - [School census guidance](#)
  - [Keeping Children Safe in Education 2025](#)
  - [Mental health issues affecting a pupil's attendance: guidance for schools](#)

### **3. Roles and responsibilities**

#### **3.1 The headteacher**

The headteacher is responsible for:

- The implementation of this policy at The Maples,
- Monitoring school-level absence data and reporting it to the proprietor, including action plans for pupils whose attendance is causing concern

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- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels

The Maples will regularly communicate attendance expectations and publish attendance data to parents/carers through newsletters and other communication means. This ensures families are kept fully informed and supports the DfE requirement for schools to set clear expectations around attendance.

- Sharing information from The Maples, register with the local authority, including:
- Notifying the local authority when a pupil's name is added to or deleted from The Maples, admission register, outside of standard transition times
- Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
- Providing the local authority with the details of pupils who The Maples believes will miss 15 days consecutively or cumulatively because of sickness
- Benchmarking attendance data to identify areas of focus for improvement
- Working with education welfare officers to tackle persistent absence

### **3.2 Class teachers**

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1).

### **3.3 School office staff**

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on The Maples system
- Transfer calls from parents/carers to the Class teacher or Headteacher, where appropriate, in order to provide them with more detailed support on attendance
- Report daily absence to the Headteacher or Deputy Headteacher in their absence. The report should contain a list of absent pupils and the reasons for their absence

### **3.4 Parents/Carers**

Parents/Carers are expected to:

- Make sure their child attends every day on time
- Call The Maples to report their child's absence before 8:50 am on the day of the absence and each subsequent day of absence, and advise when they are expected to return

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- Provide The Maples with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Seek support, where necessary, for maintaining good attendance, by contacting the Headteacher, who can be contacted via email [head@TheMaples.school](mailto:head@TheMaples.school)

### **3.5 Pupils**

Pupils are expected to:

- Attend school every day, on time

### **3.6 Staff training**

All staff at The Maples receive regular training on attendance procedures, including first-day response, escalation processes, and the safeguarding links between attendance and pupil welfare. This ensures that every member of staff understands their role in promoting good attendance and in identifying and responding to concerns. Training is refreshed annually and updated in line with statutory guidance (*Keeping Children Safe in Education 2025* and *Working Together to Improve School Attendance 2024*).

## **4. Recording attendance**

### **4.1 Attendance register**

We will keep an electronic attendance register and place all pupils on 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 School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

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

Any amendment to the attendance register will include:

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

See Appendix 1 for the DfE attendance codes.

We will also record:

- For pupils of compulsory school age, 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.

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The Maples, the day starts at 8:50 am and ends at 14:30 pm.

Pupils must arrive in school by 8:50 am on each school day.

The registration for the first session will be taken from 8:50 am to 9:10 am. The register for the second session will be taken at 1:00 pm and will be kept open until 13:10 pm.

#### **4.2 Unplanned absence**

The pupil's parent/carer must notify The Maples of the reason for the absence on the first day of an unplanned absence by 8:50 am or as soon as practically possible, by calling The Maples office staff, who can be contacted via 01782 405598 or [office@TheMaples.school](mailto:office@TheMaples.school)

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

Where the absence is longer than 5 days, the pupil's attendance is lower than 94% or there are doubts about the authenticity of the illness, The Maples 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 Maples is not satisfied with the authenticity of the illness, the absence will be recorded as unauthorised, and parents/carers will be notified of this in advance.

#### **4.3 Planned absence**

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies The Maples in advance of the appointment and provides proof of the appointment.

However, we encourage parents/carers 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/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences The Maples can authorise.

#### **4.4 Lateness and punctuality**

A pupil who arrives late:

- Before the register has closed, will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the proper code

We will continually monitor the punctuality of pupils, and if there is persistent lateness, we will contact parents/carers and arrange a meeting to discuss support.

#### **4.5 Following up on unexplained absence**

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

- In line with *Keeping Children Safe in Education (KCSIE 2025)*, first-day calling is a safeguarding duty. If a pupil is absent and no explanation has been received, the school will make immediate contact with parents/carers. Where contact cannot be established, the school will make reasonable attempts to reach all listed emergency contacts until the pupil is located. Home visits will be conducted where appropriate. If the child's whereabouts cannot be confirmed, concerns will be escalated to the

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Designated Safeguarding Lead (DSL) and, where necessary, to the Local Authority or the police in line with safeguarding procedures

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If The Maples cannot reach any of the pupil's emergency contacts, The Maples may visit the pupil's home address
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent/carer on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, The Maples will consider involving an education welfare officer
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents/carers to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate

#### **4.6 Reporting to parents/carers**

The Maples will regularly inform parents/carers (see definition of 'parent/carer', as used in this policy, in section 3.6 above) about their child's attendance and absence levels.

## **5. Authorised and unauthorised absence**

### **5.1 Approval for term-time absence**

The headteacher will allow pupils to be absent from The Maples site for specific 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
- 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.

We define 'exceptional circumstances' as one-off events that are unavoidable.

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

As a leave of absence will only be granted in exceptional circumstances, it is unlikely that a leave of absence will be granted for the purposes of a family holiday. However, this will be at the discretion of the Headteacher, and The Maples considers each application for term-time absence individually, taking into account the specific facts, circumstances, and relevant background context behind the request.

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Any request should be submitted as soon as it is anticipated and, where possible, at least 8 Weeks before the absence, and in accordance with any leave of absence request form, accessible via The Maples office. The headteacher may require evidence to support any request for leave of absence.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent/carer(s) belong(s). If necessary, The Maples will seek advice from the parents/carers' religious body to confirm whether the day is set apart
- Parent/carer(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller's 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

#### **5.2 Reduced timetables/ part-time education**

In line with statutory guidance and Ofsted expectations, the use of reduced timetables or part-time education arrangements will only be considered in exceptional circumstances as part of a clear, time-limited plan to support reintegration to full-time education. Any arrangement will:

- Agreement in writing with parents/carers and the Local Authority
- Be subject to regular review (at least every two weeks)
- Have a clear end date and intended outcomes
- Be monitored by the Designated Safeguarding Lead (DSL) to ensure that it does not constitute an informal exclusion and that the pupil's welfare and safeguarding remain a priority

#### **5.3 Actions**

The following actions will be taken by The Maples when a pupil's attendance decreases to concerning levels. The Maples aims to offer support to parents/carers and will manage each case on an individual basis due to the often complex needs of the pupils who attend.

If a pupil's attendance drops below 90%, parents/carers will receive a letter from the school raising the low attendance percentage and details of support on offer.

If a pupil's attendance drops below 82%, parents/carers will be invited in for a meeting with the Headteacher and/or other members of the senior leadership team to discuss the pupil's attendance and detail/put in place support.

If a pupil's attendance drops below 75%, parents/carers will be contacted regarding the concerning attendance percentage and where necessary, safeguarding procedures will be followed. The parents/carers will be invited in for a meeting and provided details of further sanctions (see section 5.3). Additional support will be offered at this stage.

#### **5.4 Sanctions**

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

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### **Penalty notices**

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

If The Maples issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, The Maples will consider the individual case, including:

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

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

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

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

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

A third penalty notice cannot be issued to the same parent/carer 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 national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents/carers 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 Maples has notified the parents/carers that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent/carer must pay £60 within 21 days, or £120.

### **Notices to improve**

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

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

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents/carers under [section 7 of the Education Act 1996](#)

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

## **6. Strategies for promoting attendance**

At The Maples, we foster a welcoming, inclusive, and nurturing school culture where pupils feel valued, supported, and motivated to attend regularly. To achieve this, staff build strong relationships with pupils through daily check-ins, positive greetings, and a focus on emotional wellbeing at the start of each day.

Regular and open communication with parents and carers is central to our approach. We share attendance updates through weekly summaries, termly reports, and personalised phone calls or meetings when concerns arise. This ensures families understand how attendance affects learning and progress.

We work in partnership with parents/carers to identify and remove barriers to attendance. Practical strategies include:

- Flexible start times or short-term phased returns following illness or anxiety
- Transport support or travel training for pupils with accessibility challenges
- Health plans or referrals to school nursing, CAMHS, or Early Help where medical or emotional needs impact attendance
- Mentoring and nurture sessions to address social, emotional, or friendship issues that affect engagement

Teachers also play a key role by planning engaging, hands-on lessons linked to pupils' interests and real-world learning. This approach increases motivation, curiosity, and a sense of belonging—helping pupils look forward to school and reducing absenteeism across all groups.

## **7. Supporting pupils who are absent or returning to school**

### **7.1 Pupils absent due to complex barriers to attendance**

Our approach towards pupils with complex barriers to attendance involves a compassionate, multi-faceted strategy that addresses both external and in-school challenges. We work closely with families to understand the root causes of absenteeism. By maintaining open lines of communication, we aim to build trust and provide tailored and individualised support. In school, we focus on creating a welcoming and inclusive environment and providing support to address emotional or behavioural challenges. Our goal is to ensure that every child feels safe, supported, and motivated to attend school, regardless of the difficulties they may face outside of it. Through collaboration with families and a focus on individualised solutions, we aim to improve attendance and foster a positive, supportive learning experience for all pupils.

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### **7.2 Pupils absent due to health or SEND needs**

For pupils absent from school due to mental or physical ill health or Special Educational Needs and Disabilities (SEND), our approach is centred on providing individualised support that prioritises the child's well-being and ensures they can continue learning in a way that suits their needs. In line with the DfE guidance on supporting mental health and attendance (2023), we work closely with families to understand the specific challenges the child is facing, whether it is a health condition or additional learning needs, and collaborate to create a plan that promotes consistent school attendance. The Maples may make various adjustments based on individual needs.

By fostering open communication with families, ensuring appropriate accommodations, and offering both emotional and academic support, we aim to create an inclusive environment where pupils feel supported and empowered to attend school regularly, despite any challenges they may face.

Where a pupil has an Education, Health and Care (EHC) plan and their attendance falls, or The Maples becomes aware of barriers to attendance that relate to the pupil's needs, The Maples will inform the Local Authority and work in partnership to review and adapt provision as necessary.

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

When pupils return to school after a lengthy or unavoidable period of absence, we take a compassionate and gradual approach to ensure their smooth reintegration. Our first step is to communicate closely with the family to understand the reasons for the absence and any specific needs the child may have upon returning. We provide a tailored plan, allowing the pupil to adjust at their own pace, starting with shorter school days or reduced workloads if needed.

To support their academic progress, we offer catch-up lessons, targeted support from teachers, and access to additional resources to help address any learning gaps. We also prioritise the emotional well-being of the pupil by ensuring they feel welcomed, supported, and confident in re-joining their peers. Our staff are trained to offer personalised care, and may provide access to nurture sessions to help the child navigate any feelings of anxiety or social adjustment. By creating a nurturing and flexible environment, we aim to help the pupil rebuild their confidence, restore their routine, and successfully re-engage with school life.

### **7.4 Welfare checks following absence**

In line with *Keeping Children Safe in Education (KCSIE 2025)* and Ofsted expectations, where a pupil has been absent due to illness for five or more consecutive school days, the school will carry out a welfare check to ensure the pupil's safety and well-being. This will normally involve direct contact with parents/carers, but may also include a home visit or liaison with external agencies if necessary. The purpose of the welfare check is to verify the reason for absence, identify any safeguarding concerns, and offer appropriate support to the family.

All welfare checks will be fully recorded and logged on MyConcern. Any concerns will be escalated immediately to the Designated Safeguarding Lead (DSL) in line with the school's Safeguarding and Child Protection Policy. Persistent or unexplained absence will also be referred to the Local Authority, in accordance with statutory guidance on children missing education.

### **7.5 Pupil voice and inclusion**

At The Maples, we recognise the importance of listening to pupils' views about their experiences and any barriers that may affect their attendance. Pupils may face challenges such as well-being concerns, anxiety, bullying, transport difficulties, or other personal circumstances.

We are committed to working with pupils to identify these barriers and to co-produce supportive solutions that promote regular attendance. This may include adjustments to learning, well-being support, mentoring, or referrals to external agencies where appropriate.

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By actively involving pupils in conversations about their attendance, we aim to ensure that our strategies are inclusive, supportive, and focused on removing barriers, rather than purely punitive.

## **8. Attendance monitoring**

### **8.1 Monitoring attendance**

The Maples will monitor attendance and absence data (including punctuality) on a half-termly, termly, and yearly basis across The Maples, as well as at an individual pupil level.

Specific pupil information will be shared with the DfE on request.

The Maples will benchmark its attendance data at the whole school and individual levels to identify areas of focus for improvement, and share this with the proprietor.

### **8.2 Analysing attendance**

The Maples will:

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

### **8.3 Using data to improve attendance**

The Maples will:

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

### **8.4 Reducing persistent and severe absence**

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

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The Maples will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education 2025
- Hold regular meetings with the parents/carers of pupils who The Maples (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, The Maples will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

## **9. Monitoring arrangements**

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and at a minimum, yearly by Executive Headteacher. At every review, the policy will be approved by the proprietor.

### **9.1 Monitoring attendance of vulnerable pupils**

The Maples recognises that some groups of children are particularly vulnerable to poor attendance. This includes pupils with an Education, Health and Care Plan (EHCP), pupils with a social worker (including children in need, on a child protection plan, or looked after), and pupils eligible for pupil premium. Attendance for these pupils will be closely monitored and regularly reviewed by the Attendance Lead, DSL, and/or SENDCo, with concerns discussed in safeguarding and leadership meetings. Any emerging patterns of absence will be addressed swiftly, and additional support will be coordinated with parents/carers and external agencies where appropriate.

## **10. Links with other policies**

This policy links to the following policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy

## The Maples – Attendance Policy

### Appendix 1: attendance codes

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

### School Attendance Codes 2025

Present Codes	
/\	present during registration
B	educated off site and for taster days and do not fit K, V, P or W codes
K	attending provision arranged by the local authority under Section 19 of the EA 1996
L	arrived after the register has started but before it has closed
P	participation in a sporting activity with prior agreement from school
V	educational visit or trip supervised by a member of the school staff
W	attending work experience under arrangements by the school or local authority
Absent Codes	
Authorised Absences	
C	absence due to exceptional circumstances, agreed by the headteacher
C1	in a regulated performance/undertaking regulated employment abroad
C2	absent due to part-time timetable, agreed by the headteacher and parent(s)/carer(s)
D	dual registered
E	suspended or permanently excluded, and no alternative provision made
I	illness (both physical and mental health related; not medical or dental appointments)
J1	job/school/college interview
M	medical or dental appointment
Q	unable to attend because of a lack of access arrangements
R	religious observance (only 1 day allowed; any more coded as C if agreed)
S	study leave
T	parent travelling for occupational purposes
X	non-compulsory school age pupil not required to attend school
Y1	unable to attend due to transport provided not being available
Y2	unable to attend due to widespread transport disruption
Y3	unable to attend due to part of the school premises being unexpectedly closed
Y4	unable to attend due to unexpected whole school closure
Y5	unable to attend as pupil is in criminal justice detention
Y6	unable to attend in accordance with public health guidance or law
Y7	unable to attend due to other avoidable cause (must affect the pupil NOT the parent)
Unauthorised Absences	
G	holiday or absence for leisure-related purposes (not agreed by the headteacher)
N	reason for absence not yet established (must be corrected within 5 days)
O	absent in other or unknown circumstances
U	late after register has closed
Administrative Codes	
Z	prospective pupil not yet on register
#	planned whole school closure (e.g., holidays, Insets and polling station days)

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### Appendix 2: Escalation procedure for pupil absence

#### 1. Immediately after the register closes (within 0–10 minutes; normally by 09:20)

- Class Teacher/Attendance Officer marks N – Reason for absence not yet established and checks internal sources (transport, sibling class).
- If located on site, correct the code. If not, proceed.

#### 2. First contact attempt (within 30 minutes of register close; normally by 09:40)

- The Attendance Officer phones the primary parent/carer.
- If there is no answer, leave a voicemail and send a School Spider message requesting an immediate callback.
- Log all attempts (time, method, number/email, outcome); notify DSL and add a MyConcern note if any safeguarding indicators are present.

#### 3. Escalate to all emergency contacts (within 60–90 minutes of register close; normally by 10:10–10:40)

- Phone all listed emergency contacts in priority order until the pupil is located
- Use mixed channels (voice, SMS, email)
- Update the log after each attempt

#### 4. Safeguarding triage decision (as soon as concerns arise; latest by 11:00)

- DSL reviews risk if:
  - Pupil has CIN/CP/LAC status or allocated social worker
  - Previous missing episodes / known risk of CCE/CSE / DA at home
  - Age/need (very young, EHCP/medical needs), recent disclosures, concerning context.
  - If immediate risk is suspected: call 999 for a police welfare check
- If there is a significant concern but not an immediate risk: DSL completes a dynamic risk assessment and proceeds to Step 5

#### 5. Home visit / professional liaison (late morning–midday)

- DSL/Headteacher authorises a same-day home visit (two staff where possible), or contacts the allocated social worker/Early Help
- If the address visit fails and the whereabouts remain unknown, consider a police welfare check and inform LA attendance/CME in line with local protocol
- Update MyConcern and the attendance record

#### 6. Afternoon check (by 13:30)

- If still no contact: make further call attempts (staggered times), re-check internal sources, confirm transport position, and review risk with DSL
- Attendance code remains N on Day 1 (update to the correct code once reason is confirmed; ensure final coding within 5 working days in line with regs)

#### 7. Day 2–3 (if unexplained absence continues)

- Repeat multi-contact attempts to all contacts and revisit the home if directed by the DSL
- DSL: notify/liaise with LA EWO / CME team (earlier if risk dictates, do not wait for 10 days)
- If the pupil has an allocated social worker, inform them immediately on Day 1; follow up Day 2/3 if still unresolved

### **The Maples – Attendance Policy**

#### **8. Day 5 (illness or ongoing absence) – Welfare check (see 7.4)**

- Carry out the policy-mandated welfare check (phone/home visit/agency liaison)
- Record outcomes and escalate any concerns to DSL and LA as required.
- Where appropriate, request medical evidence and agree a return/support plan

#### **9. Beyond Day 5**

- Continue daily contact attempts until the pupil is seen/located
- Apply graduated support and notices to improve/penalty notice routes per policy if absence remains unexplained/unauthorised
- For 10 consecutive sessions of unauthorised absence or where whereabouts are unknown/concern is high, follow CME procedures with the Local Authority (earlier if risk)

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#### **Recording & audit trail**

- Log every attempt (time, method, number/email, outcome, staff initials); attach notes and any MyConcern records
- Finalise attendance codes within 5 working days once the reason is established.
- All safeguarding records on MyConcern, home-visit records, and external-agency contacts attached/linked to the pupil record on MyConcern

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#### **Roles & responsibilities**

- Class Teachers: accurate register, immediate internal checks, inform office/DSL of concerns.
- Attendance Officer/Office: first-day calling, multiple-contact attempts, logging, and daily updates to DSL/Head
- DSL/Headteacher: risk assessment, home visits/professional liaison, referrals (LA EWO/CME, social care, police), safeguarding oversight.
- Proprietor: oversight via attendance/safeguarding reports.

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#### **Information sharing**

- shared with the LA, police, and partner agencies where necessary to safeguard a child, under KCSIE 2025 and Data Protection Act 2018/UK GDPR (safeguarding/public task basis).