Attendance Policy

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CONTENTS

1. Introduction
2. Aims
3. Legislation and guidance
4. Roles and responsibilities
5. Recording attendance
6. Authorised absence
7. Strategies for promoting attendance
8. Supporting pupils with poor attendance
9. Supporting pupils who are absent or returning to school
10. Attendance monitoring
11. Links with other policies
12. Contact Information
13. Approval & Policy Review
14. Revision History
15. Appendix 1: attendance codes

1. Introduction

Burlington House School is owned and operated by Cavendish Education.

In all Burlington House School policies, the words "Burlington House School" refer to both Burlington House Bishops Avenue Campus and Burlington House Sixth Form Campus unless stated otherwise.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that all children can achieve

While this current policy document may be referred to elsewhere in Burlington House School's documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023, considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Burlington House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

2. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the statutory guidance on Working together to improve school attendance from the Department for Education (DfE). We aim to achieve this through our whole-school culture and ethos that values good attendance, which includes:

- Setting high expectations for the attendance and punctuality of all pupils
- Developing and maintaining a whole school culture that promotes the benefits of high 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
- Ensuring our school is a calm, orderly, safe and supportive environment
- We will also promote and support punctuality in attending lessons.

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3. Legislation and guidance

This policy is based on the DfE's statutory guidance on Working together to improve school attendance 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
- Maintained schools: Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Equality Act 2010

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Information Sharing Duty: statutory guidance issued under section 16LA of the Children Act 2004 (September 2026).
- Mental health issues affecting a pupil's attendance: guidance for schools
- Ofsted's 2026 State-funded Schools Inspection Toolkit

4. Role and responsibilities

4.1 The local governing board

The local governing board is responsible for:

- Ensuring this policy meets the expectations outlined in the DfE's statutory guidance, and is published and publicised regularly so that it is easily accessible to pupils, parents/carers and staff
- Actively supporting and prioritising attendance improvement, and working together with school leaders to establish a whole school attendance culture
- Setting high expectations of all school leaders, staff, pupils and parents/carers

- Making sure school leaders fulfil expectations, statutory duties, and comply with the law on school attendance, including:
    - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
    - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
    - Where attendance information is relevant to safeguarding or promoting a child's welfare, the school will also ensure compliance with section 16LA of the Children Act 2004, including proactive sharing and responding to requests where the statutory criteria are met.
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Recognising that improving a pupil's attendance is part of improving the pupil's overall welfare. This can be achieved by prioritising attendance in strategies around attainment, behaviour, bullying, special educational needs (SEN) support, supporting pupils with medical needs or disabilities, safeguarding, wellbeing and support for disadvantaged pupils
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources, including ensuring the school engages and works effectively with the LA school attendance support team and wider local partners and services
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure high aspirations are maintained for all pupils, but that processes and support are adapted to the individual needs of particular pupils including:
    - Those with long-term illnesses, or special educational needs and/or disabilities (SEND)
    - Consider whether additional support from other external partners (including the local authority, children and young people's mental health services, GPs or other health services) would be appropriate and make referrals
    - Pupils with a social worker
    - Pupils who are young carers
    - Pupils from cohorts with historically lower attendance (e.g. those eligible for free school meals)
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Repeatedly evaluating the effectiveness of the school's processes and improvement efforts to ensure they are meeting the needs of pupils as experiences and barriers to attendance evolve
- Regularly reviewing attendance data at governing body meetings including a thorough examination of recent and historic trends at a school level, as well as benchmarking to comparator schools within the local authority area, region and nationwide
- Paying particular attention to attendance of pupil cohorts within the school that have historically had poor attendance or that face entrenched barriers to attendance based on the school's specific context
- Working with school leaders to set goals or areas of focus for attendance, and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Any additional training that would be beneficial to support pupils and pupil cohorts overcome commonly seen barriers to attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
    - The importance of good attendance
    - That absence is almost always a symptom of wider issues
    - The school's legal requirements for keeping registers
    - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data

- Making sure, as part of staff induction, that staff are aware of the school's safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
- Make sure that appropriate safeguarding arrangements are in place to respond to children absent from education, repeated absence and prolonged absence
- Holding the headteacher to account for the implementation of this policy

4.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Making sure all staff receive adequate training on attendance as part of the regular, continued professional development offer, so that staff understand:
    - The importance of good attendance
    - That absence is almost always a symptom of wider issues
    - The school's legal requirements for keeping registers
    - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- 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
- Sharing information from the school register with the local authority, including:
    - Notifying the local authority when a pupil's name is added to or deleted from the school 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 school believes will miss 15 days consecutively or cumulatively because of sickness

4.3 The designated senior leader responsible for attendance (Attendance Champion/Lead)

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed. This includes promptly sharing relevant attendance and contextual information where section 16LA of the Children Act 2004 applies; no particular child protection, referral or statutory intervention threshold must be met before the duty can apply.
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader for attendance will participate in regular 'targeting support meetings' with the local authority school attendance support team to review data, discuss and agree multi-agency action plans for persistently and severely absent pupils.

The designated senior leader responsible for attendance is Tim Pragnell and can be contacted via pragnellt@burlingtonhouseschool.com or by calling the school office.

4.4 The attendance officers (Headteacher, Senior Headteacher and Sixth Form Headteacher)
The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 9)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher and members of the leadership team (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officers are Nicola Lovell, Matthew Potger and Steve Proctor and can be contacted via headteacher@burlingtonhouseschool.com, seniorhead@burlingtonhouseschool.com, sixthformhead@burlingtonhouseschool.com

4.5 Class teachers/form tutors
[Class teachers/form tutors] are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the **correct codes (see Appendix 1),** and submitting this information to the school office via Arbor at;

- Years 4-11 - 8.25-8:40am (morning registration) and 13:45pm (period 6).
- Post 16 - attendance is drawn from each lesson due to bespoke student timetables

4.6 School admin staff
School admin staff will:

- Take calls from parents/carers and students if post 16 about absence on a day-to-day basis and record it on the school system
- Record messages from parents/carers and students if post 16 on registers and the daily cover sheet in order to provide them with more detailed support on attendance

4.7 Parents
Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e., live with and look after them)

Parents are expected to:

- Make sure their child attends every [day/timetabled session] on time
- Call the school to report their child's absence before [time, e.g. 9 am] on the day of the absence: and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child [if you have early years provision, add: If the child is in the Early Years Foundation Stage, provide more than 2 emergency contact numbers, where possible]
- Ensure that, where possible, appointments for their child are made outside of the school day
- Work together with the school to achieve high attendance, including attending meetings with the school to discuss attendance and engagement at school
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting form tutors, pastoral leads, safeguarding lead, attendance champion/lead who can be contacted via the school office or email address.

4.8 Pupils

Pupils are expected to:

- [Primary schools] Attend school every day, on time
- [Secondary schools] Attend school every day, on time
- [Sixth form]Attend every timetabled session, on time

5. Recording attendance

5.1 Attendance register

We will keep an electronic attendance register in the Arbor MIS platform and place all pupils on this register.

We will take our attendance register at the start of each morning session of each school day and once during each afternoon 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:

Subject teachers and form tutors will only use register codes;

- Present
- Absent - 'N' if no reason provided or 'O' if a reason has been provided
- Late - before/after register closes

Registers will never be left blank

Any amendment to the attendance register such as 'Absent – unable to attend due to unavoidable causes' will only be made by the attendance champion, attendance officers or school admin staff and 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:

- 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.
The school day starts at;

- School Campus - 8:20 arrival and 8:25 registration and ends at 15:45
- Sixth Form Campus -

Pupils must arrive at school by 8:20 on each school day.

For pupils attending alternative provision (AP), the school will verify attendance daily with the provider and review placement safety and attendance at least half-termly.

At the school campus, the register for the first session will be taken at 8:25 and will be kept open until 8:55. The register for the second session will be taken at 13:45 and will be kept open until 14:15 – it should be open for the same length of time as the morning session and no longer than 30 minutes, according to page 19 of Working together to improve school attendance.

At the sixth form campus, registers will be taken for each scheduled session and will be open for no longer than 30 minutes, according to page 19 of Working together to improve school attendance.

The time at which each morning and afternoon register is taken, and the period for which it remains open, will be the same for all pupils. A pupil's SEND or disability does not, of itself, permit an individual registration window to be extended. Where an individual pupil cannot regularly attend in accordance with the school's normal timetable, the school will consider the pupil's circumstances on a case-by-case basis and

whether an appropriate reasonable adjustment or, where the statutory requirements are met, a part-time timetable should be agreed.

5.2 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 8:55, or as soon as practically possible, by calling the school office staff, who can be contacted via;

- School Campus office@burlingtonhouseschool.com or 020 7610 9018 .
- Sixth Form Campus 6thform.reception@burlingtonhouseschool.com or 020 7610 9098

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 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.

5.3 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.

Parents should request planned absences in advance by contacting admin staff
Where possible, the pupil should:

- Be out of school for the minimum amount of time necessary, and attend school before/after their appointment
- Wear school uniform to their appointment, to make it easier to return to school afterwards

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. See section 6 to find out which term-time absences the school can authorise.

5.4 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 appropriate code

Repeated lateness will be identified through weekly monitoring. Parents will be contacted if lateness persists.

5.5 Following up on unexplained absence

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school will notify the safeguarding team using My Concern
- 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 on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary
- Where relevant, report the unexplained absence to the pupil's social worker and/or youth offending team officer

- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals Relevant information may need to be shared for early help, prevention or unmet need before a formal referral threshold is reached.
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention (see section 8 below), as appropriate
- Ensure that no pupil is removed from the school roll unless the lawful grounds for deletion are met and all required notifications have been made
- Comply with statutory pupil registration requirements
- Undertake appropriate welfare enquiries
- Investigate unexplained absence
- Take all reasonable steps to identify pupils at risk of becoming children missing education
- The school recognises that children missing education are at significant risk of underachievement, abuse, neglect, child sexual exploitation (CSE), child criminal exploitation (CCE) and other safeguarding concerns.
- Repeated or prolonged unexplained absences will be treated as a potential safeguarding issue and reported to [insert name of the designated safeguarding lead]

5.6 Reporting to parents

The school will regularly inform parents (see the definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels via the following process. Parents have access to daily attendance figures on Arbor via the parent portal;

Phase	What	Who	When
Phase 1 - attendance below 90%	Email	Form Tutor	Between start of term and half term
Phase 2 - attendance below 90%	Letter	Attendance Lead	Half term week before/after
Phase 2a (6th form only) - attendance below 90%	Phone call	Senior Tutor	Between half term and end of term
Phase 3 - attendance below 90%	Meeting	Head	Near end of term. If attendance gets worse. If communication with parents/carers has broken down.
Phase 4 - All pupils/students	Termly Report	Form Tutors/Attendance Champion	End of term

6. Authorised absence

6.1 Approval for term-time absence

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 for employment or for admission to another educational institution
- Study leave
- A part-time timetable (Code C2). Any part-time timetable must be agreed by the school and the parent the pupil normally lives with in advance and in writing; have a clear ambition and form part of the pupil's wider support, health care or reintegration plan; include regular review dates involving the pupil and their parent(s); and have a proposed end date after which the pupil is expected to attend full-time at school or alternative provision. It must be in place for the shortest time necessary. It may be extended through the regular review process and, in limited cases, a pupil with a long-term health condition may require a part-time timetable for a prolonged period
- 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.

Part-time timetables will not be used to manage a pupil's behaviour

We define 'exceptional circumstances' as rare and unexpected circumstances which are unlikely to recur. Examples include:

- Medical emergencies
- Family emergencies (e.g. death of a relative)]

Leave of absence will not be granted for a pupil to take part in a 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. The school will not apply a blanket policy or automatic approval/refusal.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday, or other leisure or recreation. The school cannot grant a leave of absence retrospectively. If the parent/carer does not apply in advance, a leave of absence will not be granted.

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via request via the Arbor parent portal.. The headteacher may require evidence to support any request for leave of absence.

6.2 Other reasons for authorised absence

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 5.2 and 5.3 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(s) belong(s). If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart for religious observance

- Parent(s) travelling for occupational purposes – a pupil is a mobile child if their parent is travelling in the course of their trade or business and the pupil is travelling with them. In these circumstances, a pupil will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

6.3 Absences from the school site (which are not classified as absences)

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons include (but are not limited to):

- Attending an off-site approved educational activity, sporting activity, visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending a provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed
- Where the pupil is in criminal justice detention, because of public health guidance or law, or because of any other unavoidable cause

7. Strategies for promoting attendance

We want our pupils to succeed and develop their skills. To do this, pupils need to avoid missing lessons and days of school as much as possible. As a school, we want to reward high attendance and not just penalise pupils for poor attendance.

- In end of term reports, subject teachers are encouraged to reflect how good attendance contributed to strong attainment and participation
- Good attendance will be referenced in annual reviews

8. Supporting pupils with poor attendance

Our school will make use of the full range of support and 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.

8.1 Attendance contract

We use attendance contracts as a form of attendance support only in exceptional circumstances and only.

An attendance contract is a formal written agreement between a parent and the school to address irregular attendance at school. An attendance contract is not legally binding, but it provides a more formal route where previous support has not worked or would not have been appropriate.

Parents cannot be compelled to enter an attendance contract, and the school cannot agree to an attendance contract in a parent's absence.

Where an attendance contract would be an appropriate form of support, the school will arrange a meeting with the parent (and pupil if they are old enough to understand) to discuss how we can work in partnership to improve the pupil's attendance.

Where parents fail to comply with an agreed attendance contract, the school may seek an alternative course of action. In the first instance, this will include discussions with the parents to seek explanations and

determine whether the attendance contract remains useful. Where there is further non-compliance following these discussions, the school may take further action.

8.2 Education supervision order

In cases where voluntary early help plans and attendance contracts have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.
An education supervision order is a formal intervention, but **not** criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

8.3 Notice to improve

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

It will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued, or prosecution considered, 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

8.4 Penalty notices

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

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

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

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

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

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

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 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 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). These penalty notices are not included in the National Framework, are 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 must pay £60 within 21 days, or £120.

If the pupil has moved school or local authority area in the previous 3 years, a check will be made to try and ascertain whether previous penalty notices have been issued to the parent/carer in respect of the pupil. If the previous local authority is not known or the information cannot be, or is not, provided, it will be assumed that the parent has not previously received a penalty notice.

9. Supporting pupils who are absent or returning to school

9.1 Pupils absent due to complex barriers to attendance
If the school becomes aware of barriers that relate to the pupil's needs, we will inform the local authority.
Set out your approach towards pupils with complex barriers to attendance, including how you work with families and strategies for removing in-school barriers.

9.2 Pupils absent due to mental or physical ill health

The school will communicate with the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness, or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days

Parents should consult the NHS guidance Is my child too ill for school? when deciding whether to keep their child home due to illness. We will share this guidance with parents, and provide support in understanding it, in order to promote school attendance wherever appropriate

9.3 Pupils absent due to other barriers to attendance
Set out your approach towards pupils absent from school due to:

- Having SEND. The Regulations and statutory attendance guidance apply equally to pupils with SEND. The school will not operate blanket arrangements that authorise absence, part-time timetables or extended registration windows for pupils with SEND. Instead, the school will consider each pupil's needs and circumstances individually, including whether reasonable adjustments are required under the Equality Act 2010. A reasonable adjustment may, where appropriate and where the relevant statutory requirements are met, include an agreed part-time timetable; in other cases, appropriate adjustments may be made to provision during the school day while the pupil continues to attend full-time. Where an unforeseen absence may relate to SEND, and the reason has not been notified or established when the register is taken, Code N will be used initially, and the school will establish the reason and amend the register to the correct code within 5 working days.
- Being disadvantaged
- Being known (or previously known) to children's social care
- Having other barriers to attendance (e.g. young carers)

Part of Ofsted's criteria for 'expected standard' for attendance and behaviour says that any reasonable adjustments and/or interventions should be timely and appropriate, well-chosen and targeted.

Where a pupil has an education, health and care (EHC) plan and their attendance falls, the school will inform the local authority.

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

Pupils returning to school after a lengthy or unavoidable period of absence may be offered one or a combination of the following strategies;

- Staggered return in the form of reduced timetable and/or attendance contract to be reviewed
- Pastoral, therapeutic and safeguarding support
- Open lines of communication between school, parents and external agencies involved

10. Attendance Monitoring

10.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) weekly, half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

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

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

10.2 Analysing attendance

- 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

10.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 11.4 below)
- Provide regular attendance reports to [class teachers/form tutors], to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators and designated safeguarding leads
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- To facilitate timely collaborative working across partners, the school will share information from its registers with the local authority. This will include:
- 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. Where section 16LA applies, such sharing is a statutory duty rather than optional: relevant information must be shared where it may facilitate the recipient's safeguarding or welfare functions, subject to the limited detriment exception and applicable data protection requirements.

10.4 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.

Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education. If all avenues of support have been facilitated and the appropriate educational support or placements have been provided but severe absence for unauthorised reasons continues, it is likely to constitute neglect. The school will be especially conscious of any potential safeguarding issues in these cases and where these remain, conduct a full children's social care assessment

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Attendance concerns do not need to meet a significant-harm or other statutory intervention threshold before relevant safeguarding or welfare information is shared under section 16LA. Decisions to share or not share should be recorded with the rationale.
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen and understand barriers to attendance
    - Explain the help that is available
    - Explain the potential consequences of, and sanctions for, persistent and severe absence
    - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 7, above)
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11. Links with other policies

This policy links to the following policies (available on the school website):

- Safeguarding
- Missing Child Policy
- Special Educational Needs Policy

Contact Information

If staff have any questions or concerns about passwords, they should contact the following individuals:

Attendance champion and attendance officers.

Approval & Policy Review

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum, annually. At every review, the policy will be approved by the board of directors.

This Policy has been reviewed and approved by:

Policy Approver(s)	Cavendish Education Board of Directors/Senior Leadership Team of the school
Storage Location	Website, Online, hard copy in the schools

Effective Date	June 2025
Next Review Date	June 2028

Revision History

Version	Change	Author	Date of Change
V1	Original document	Cavendish Education	June 2025
V1.1	Reviewed, changes to: Legislation and Guidance, Roles and Responsibilities, Recording Absences, Supporting pupils who are absent or returning to school	Cavendish Education	June 2026
V1.2	Reviewed; changes to guidance following the webinar Attendance – Law and Practice on 15 September 2026 by Farrier & Co	Cavendish Education	29th Sept 2026
V1.3	Localised for BHS	Tim Pragnell	Sept 2026
V1.3	Updated to align with the Information Sharing Duty September 2026	Cavendish Central Team	2nd October 2026
V1.4	Updated in line with Keeping Children Safe in Education (KCSIE) 2026	**Cavendish Central Team**	**28th October 2026**

Appendix 1: attendance codes

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 the 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	The 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	The 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	The pupil has an interview with a prospective employer/educational establishment
S	Study leave	The pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	A pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	The pupil is not in school for a session covered by an agreed part-time timetable. The timetable must satisfy the statutory requirements, including prior written agreement with the parent the pupil normally lives with, regular review and an expectation that it remains in place for the shortest time necessary.
C	Exceptional circumstances	The 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	The 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	The pupil is unable to attend because the 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 the school premises is closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	The whole school site unexpectedly closed	Every pupil absent when 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	The 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. This includes an unforeseen absence which may relate to a pupil's SEND where the school has not been notified of the reason in advance. The reason must be established and the register amended to the correct code within 5 working days
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 at school after registration closed	Pupil has arrived late, after the register has closed but before the end of the session
Administrative codes		
Z	Prospective pupil not on the admission register	The 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