



Policy information

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Approved by: Local Academy Council

Policy owner: Assistant Headteacher - Richard Grant

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Addition of commitment to Inclusive Attendance principles and values.

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## 1. 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:

- o Setting high expectations for the attendance and punctuality of all pupils
- o Promoting good attendance and the benefits of good attendance
- o Reducing absence, including persistent and severe absence
- o Ensuring every pupil has access to the full-time education to which they are entitled
- o Acting early to address patterns of absence
- o 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 lessons.

## 2. 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:

- o Part 6 of the [Education Act 1996](#)
- o Part 7 of the [Education and Inspections Act 2006](#)
- o [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- o [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- o The [Equality Act 2010](#)

It also refers to:

- o [School census guidance](#)
- o [Keeping Children Safe in Education](#)
- o [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- o [Ofsted's 2025 framework toolkit](#)

### 3. Roles and responsibilities

#### 3.1 The Local Academy Council

The Local Academy Council is responsible for:

- o Setting high expectations of all school leaders, staff, pupils and parents/carers
- o Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, including:
  - o Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - o Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- o Recognising and promoting the importance of school attendance across the school's policies and ethos
- o 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
- o Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- o Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- o Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- o 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
- o Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- o Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - o The importance of good attendance
  - o That absence is almost always a symptom of wider issues
  - o The school's legal requirements for keeping registers
  - o 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
- o Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- o Holding the headteacher to account for the implementation of this policy

### 3.2 The headteacher

The headteacher is responsible for:

- o The implementation of this policy at the school
- o Monitoring school-level absence data and reporting it to governors
- o Supporting staff with monitoring the attendance of individual pupils
- o Monitoring the impact of any implemented attendance strategies
- o Issuing penalty notices, where necessary, or authorising the deputy headteacher or assistant headteacher to be able to do so
- o 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
- o 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
- o Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels
- o Sharing information from the school register with the local authority, including:
  - o Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
  - o 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
  - o Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

### 3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- o Leading, championing and improving attendance across the school
- o Setting a clear vision for improving and maintaining good attendance
- o Evaluating and monitoring expectations and processes
- o Having a strong grasp of absence data and oversight of absence data analysis
- o Regularly monitoring and evaluating progress in attendance
- o Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- o Liaising with pupils, parents/carers and external agencies, where needed

- o Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- o Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- o Delivering targeted intervention and support to pupils and families
- o Champion the school's commitment to Inclusive Attendance

The designated senior leader responsible for attendance is Richard Grant and can be contacted via 0121 803 1620 or r.grant@hallmoor.fet.ac

### 3.4 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), and submitting this information to the school office within the times specified in Appendix 2.

### 3.5 School admin staff

School admin staff will:

- o Take calls from parents/carers and post 16 pupils about absence on a day-to-day basis and record it on the school MIS system – BROMCOM
- o Follow absence procedures as outlined in Appendix 3
- o Report to SLT where any concerns arise
- o Take calls from parents/carers and post 16 pupils about absence on a day-to-day basis and record on CPOMS recording system where there is or may be a Safeguarding concern

### 3.8 Family Support worker

- o The school Family Support Worker will ensure that they are aware of their responsibilities with respect to promoting attendance and punctuality and adherence to the attendance policy and procedures;
- o Under direction, arranges calls and meetings with parents to discuss attendance issues
- o Offers support to parents and carers using the Early Help Framework
- o As directed, conducts home visits where there are concerns about attendance
- o Attend the weekly attendance meeting
- o Champion the school's commitment to Inclusive Attendance

### 3.7 Parents/Carers and Families

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

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

Parents are expected to:

- o Make sure their child attends every timetables session on time
- o Call the school to report their child's absence before 9AM on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- o Provide the school with more than 1 emergency contact number for their child
- o Ensure that, where possible, appointments for their child are made outside of the school day
- o Keep to any attendance contracts that they make with the school and/or local authority
- o Seek support, where necessary, for maintaining good attendance, by contacting through their child's class teacher

### 3.8 Pupils

Pupils can expect to be

- o Welcomed into school every day
- o Welcomed into every classroom
- o Supported to access school and learning
- o Supported to overcome barriers to attendance

## 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 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:

- o Present
- o Attending a place other than school
- o Absent
- o Absent – unable to attend due to unavoidable causes

Any amendment to the attendance register will include:

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

See Appendix 1 for the DfE attendance codes.

We will also record:

- o Whether the absence is authorised or not
- o The nature of the activity, where a pupil is attending an approved educational activity
- o 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 09:00 and ends at 15:00.

Pupils must arrive in school by 09:00 on each school day.

The register for the first session will be taken at 9:00 and will be kept open until 9:30. The register for the second session will be taken at 12:45 for Primary and Key Stage 3, and will be kept open until 12:55 and will be taken at 13:15 for Key Stage 4 and Sixth Form, closing at 13:25.

#### 4.2 Unplanned absence

The pupil's family must notify the school of the reason for the absence on the first day of an unplanned absence by 09:00, or as soon as practically possible, by calling the school admin office, who can be contacted via 0121 803 1620.

If an absence remains unexplained, school admin will send a Parentmail message as a reminder.

If there is no reply by 11:00, school admin will make a first day-absence call.

If there is no explanation for an absence after 5 days, an absence reminder letter will be sent out.

After 10 days, an unexplained absence will be recorded as unauthorised.

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

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence.

We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and families 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 notifies the school in advance of the appointment.

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

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 5 to find out which term-time absences the school can authorise.

#### 4.4 Lateness and punctuality

A pupil who arrives late:

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

Where a pattern of late arrivals develops, school staff will contact the family to discuss any support the family may require.

#### 4.5 Following up unexplained absence

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

- o Call the pupil's family on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may carry out an unannounced home visit, if this visit is unsuccessful, the school then may refer to appropriate external agencies e.g. Social Services.
- o Identify whether the absence is approved or not
- o 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
- o Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary
- o Where relevant, report the unexplained absence to external agencies e.g. social worker.
- o Where appropriate, offer support to the pupil and/or their parents to improve attendance
- o Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referral

Where support is not appropriate, not successful, or not engaged with:

- o The school will follow the Support First protocols as defined by Birmingham City Council's Education Legal Intervention Team (ELIT).

[Support First school attendance framework and guidance | Birmingham City Council](#)

#### 4.6 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 How do we do this?

Parents are kept informed of their child's attendance through a range of formal and informal methods, including:

- Education, Health and Care Plan (EHCP) reviews and Parents' Evenings, where attendance is discussed as part of the child's overall progress and wellbeing.
- School reports, which include details of the pupil's attendance across the reporting period.
- Half termly attendance certificates, issued to all pupils to recognise and encourage good attendance.
- Inclusive Attendance Letters, which are sent when a pupil's attendance is identified as being at risk. These letters clearly outline: the number of days missed, and the corresponding attendance percentage.  
and invite parents to work in partnership with the school to address any emerging concerns.
- School newsletters, which regularly share information about common barriers to attendance, offer guidance and support strategies, and remind parents to contact the school if they have concerns about their child's attendance.

The school aims to work collaboratively with parents and carers to promote positive attendance and ensure that support is offered at the earliest opportunity.

## 5. Authorised absence

### 5.1 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 temporary, time-limited part-time timetable
- Exceptional circumstances

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

We define 'exceptional circumstances' as rare and unexpected circumstances which are unlikely to reoccur.

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 protest activity during school hours.

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 from the school office. The headteacher may require evidence to support any request for leave of absence.

## 5.2 Other reasons for authorised absence

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

- o Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- o Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil’s parent(s) belong(s). If necessary, the school will seek advice from the parent’s religious body to confirm whether the day is set apart for religious observance
- o 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
- o If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

## 5.3 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):

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

- o Attending provision arranged by the local authority
- o Attending work experience
- o 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.

## **6. 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.

All teaching and support staff have access to class attendance data through the Attendance Tracker. This system enables staff to identify pupils with good attendance, those at risk of persistent absence, and those who are severely absent. Staff use the tracker to record and implement personalised strategies to support attendance, with a focus on recognising improvement at all levels, including small but meaningful gains. Universal Level 1 approaches include positive reinforcement through Class Dojo, certificates, and supportive phone calls home to acknowledge good attendance, sustained effort, and notable improvement.

Attendance information recorded within the Attendance Tracker (Share point) is reviewed weekly as part of the school's attendance meeting. This process supports professional discussion, reflection, and guidance, and ensures a consistent and collaborative approach to attendance across the school. These meetings enable staff to share effective practice, identify emerging concerns promptly, and agree appropriate next steps to support individual pupils and families.

The school actively engages parents, carers, and families in promoting attendance. Termly Inclusive Attendance Challenges are shared with families, supporting pupils, particularly those with SEND, to develop positive attendance habits through daily self-recognition and reflection. This approach reinforces the shared responsibility

between home and school in securing good attendance and encourages open communication regarding any barriers to regular attendance.

Attendance is further promoted through whole-school recognition and reward. Weekly class awards are presented for the highest attendance and for the most improved attendance. Attendance data is shared using percentages translated into missed days to ensure clarity and understanding of the impact of absence. These outcomes are recorded and communicated to all staff through briefings and internal communications.

Visual displays across each phase of the school reinforce expectations around attendance and highlight its importance to pupils and professionals. These displays support pupils in reflecting on their own attendance patterns and developing a sense of personal responsibility. In addition, tutor-time activities, including the “Miss School, Miss...” activity, are used to raise awareness of the learning opportunities lost through absence and to promote the value of daily attendance wherever possible.

## **7. 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.

Daily absence procedures are used as an early intervention measure. Parents and carers are contacted on the first day of absence to challenge unexplained non-attendance, establish the reason for absence, and offer appropriate support. Attendance is actively encouraged, and where absence is authorised, parents and carers are reassured and asked to confirm the expected return date. On an individual basis, a planned return date may be followed up by an additional member of the Attendance Team to offer further guidance, reassurance, or support where required.

Attendance data, including patterns, trends, and individual concerns, is analysed during weekly attendance meetings. This review informs a child-centred weekly action plan and ensures that emerging concerns are identified promptly. Pupils are categorised using the Inclusive Attendance Framework to track progress, evaluate the impact of interventions, and determine next steps. Communication with parents and carers focuses on identifying practical steps they can take to support attendance, alongside the internal support available from the school to empower families and remove barriers to regular attendance.

Where required, a Single Point of Access referral may be completed to seek additional support from external services. If attendance concerns persist or further intervention is necessary, the school will follow the Birmingham Local Authority Support First School

Attendance Framework and Guidance. This graduated approach ensures that appropriate early help, multi-agency involvement, and statutory processes are considered where attendance does not improve, always with the pupil's best interests at the centre of decision making.

### 7.1 Attendance contract

School uses Attendance Contracts as a formal supportive intervention where a pupil's attendance does not improve despite early support and intervention, or where earlier informal measures would not be appropriate. Attendance Contracts are implemented in line with the Birmingham Local Authority Support First School Attendance Framework and Guidance and form part of the school's graduated response to attendance concerns.

An Attendance Contract is a formal written agreement between the school and the parents or carers, and where appropriate, the pupil. An Attendance Contract provides a structured and transparent framework to clarify expectations, formalise support, and secure a shared commitment to improving attendance outcomes.

Where an Attendance Contract is identified as an appropriate form of support, the school will arrange a meeting with the parents or carers, and the pupil where they are of sufficient age and understanding, to discuss attendance concerns and agree how the school and family can work in partnership to improve attendance. The contract will set out clear attendance targets, define the actions to be taken by the school, the parents or carers, and the pupil, and outline the support to be provided to address any identified barriers to attendance. Timescales and arrangements for review will be clearly recorded to ensure progress is monitored consistently.

Attendance Contracts are applied on an individual, case-by-case basis and take account of the pupil's circumstances, needs, and any additional vulnerabilities, including SEND or safeguarding considerations. The purpose of an Attendance Contract is to support improvement through clarity, accountability, and collaboration, rather than to act as a punitive measure.

Progress against the Attendance Contract is reviewed regularly through the school's attendance monitoring processes. Where attendance improves, the level of formal monitoring may be reduced appropriately. Where parents or carers do not engage with the agreed Attendance Contract, or where attendance does not improve despite support, the school will initially seek discussion with the family to review the effectiveness of the contract and identify whether alternative or additional support is required. Where non-compliance or poor attendance persists, the school may consider

further action or escalation in accordance with the Birmingham Local Authority Support First School Attendance Framework and associated guidance.

## 7.2 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.

## 7.3 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:

- o Details of the pupil's attendance record and of the offences
- o The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- o Details of the support provided so far
- o Opportunities for further support or to access previously provided support that was not engaged with
- o 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
- o A clear timeframe of between 3 and 6 weeks for the improvement period
- o The grounds on which a penalty notice may be issued before the end of the improvement period

## 7.4 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:

- o 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)
- o Whether a penalty notice is the best available tool to improve attendance for that pupil
- o Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- o 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, 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

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

### **8.1 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.

As part of the school's attendance meetings, pupils are reviewed on a case-by-case basis, with consideration given to universal, targeted, and specialist levels of support (Tier 1–3) in line with the Inclusive Attendance Framework. Once a pupil is profiled and the needs of the pupil and their family are identified, support is formalised and implemented in a coordinated manner.

Initial support may include input from internal staff and services such as Thrive Practitioners, Learning Mentors, the Family Support Worker, the pastoral team, teaching teams, and therapeutic interventions, including rebound therapy. Where appropriate, external professionals may also be involved to provide specialist advice and assessment. This may include Occupational Therapy (OT), Speech and Language Therapy (SaLT), paediatric services, the Teacher of the Deaf and Sensory Support Teams for pupils with hearing or physical difficulties, and the Vision Support Team.

Where barriers to attendance persist despite these interventions, further external referrals are made in line with local authority guidance to ensure that pupils and families receive the appropriate level of support to address underlying needs and improve attendance outcomes.

### **8.2 Pupils absent due to mental or physical ill health**

The school recognises that some pupils may be unable to attend school regularly due to mental or physical ill health. In such cases, the school adopts a compassionate and child-centred approach, working closely with pupils, parents or carers, and relevant professionals to secure the best possible outcomes for the pupil's wellbeing and education.

Where absence is related to ill health, the school will maintain regular communication with parents or carers to understand the nature of the pupil's difficulties and to provide reassurance and guidance. The school will work collaboratively with families to agree on appropriate expectations, identify barriers to attendance, and plan a supported return to school.

A range of reasonable adjustments may be made to support pupils experiencing mental or physical ill health. This may include Parttime timetables, reduced school days as a short-term measure, phased returns, adapted learning expectations, access to quiet or safe spaces, and adjustments to the school environment as needed. These arrangements are regularly reviewed to ensure they remain appropriate and promote a gradual return to full attendance wherever possible. Returning to full time education is the priority.

The school provides additional internal support for pupils affected by ill health. This may include regular input from the Learning Mentor, who supports emotional wellbeing, confidence, and re-engagement with learning, alongside pastoral support from the wider pastoral team. Where appropriate, referrals may be made to FTB and STICK to provide targeted support and intervention in response to ongoing concerns.

The school also works closely with external agencies and health services to ensure a coordinated approach. This may include referrals to Healthy Minds for mental health support, engagement with Early Help services, and liaison with health professionals such as the GP, School Nurse, or other medical practitioners. Where relevant, advice from these professionals is used to inform attendance planning, reasonable adjustments, and support strategies within school.

All decisions relating to pupils absent due to mental or physical ill health are made on an individual, case-by-case basis, taking into account medical advice, the pupil's needs, safeguarding considerations, and the views of the family. The school aims to balance the importance of regular attendance with the need to prioritise pupils' health, wellbeing, and long-term engagement with education.

### 8.3 Pupils absent due to other barriers to attendance

The school recognises that attendance may be affected by a range of complex and overlapping barriers. As a specialist setting in which all pupils have Education, Health and Care Plans (EHCPs) and are identified as having SEND, the school adopts a highly personalised, inclusive, and proactive approach to addressing attendance concerns. Support is planned and implemented on an individual basis, in line with statutory duties and the school's commitment to ensuring adjustments and interventions are timely, appropriate, well-chosen, and targeted.

All pupils' attendance is considered in the context of their SEND, needs identified within their EHCP, and any associated vulnerabilities. Where attendance is affected, the school works closely with families and professionals to identify the underlying barriers.

The school is mindful that disadvantage can present additional challenges to regular attendance. Where pupils or families experience financial hardship or wider social pressures, the school works in partnership with families to reduce barriers and provide practical support. This may include liaison with the Family Support Worker, signposting to Early Help and community services, and practical adjustments that reduce stress and support consistent engagement with school. Communication with families is supportive, with the aim of empowering parents and carers to address attendance concerns.

For pupils who are known to, or previously known to, Children's Social Care, attendance is considered within the wider safeguarding context. The school maintains close communication with social workers and other professionals involved with the family and ensures that attendance concerns are shared appropriately. Attendance planning takes into account safeguarding information, family circumstances, and professional advice, and the school contributes to multi-agency plans and reviews where required. Any escalation of attendance concerns is managed in line with safeguarding duties and local authority guidance.

The school also recognises that pupils may face other barriers to attendance, including caring responsibilities, family ill health, emotional wellbeing concerns, or changes in family circumstances. Where pupils are identified as young carers or experience similar challenges, the school works sensitively with families to understand the impact on attendance and to agree supportive, realistic expectations. Reasonable adjustments and additional support are put in place to promote re-engagement and sustained attendance.

Across all areas, the school monitors attendance closely and reviews support regularly as part of attendance meetings and wider pastoral oversight. Adjustments and interventions are reviewed and adapted in response to progress, ensuring that support remains purposeful and effective. Through this approach, the school aims to remove barriers, strengthen engagement, and support all pupils to achieve the highest possible level of attendance consistent with their needs and circumstances.

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

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

The school recognises that some pupils may experience lengthy or unavoidable periods of absence and is committed to supporting pupils to return to school in a planned, supportive, and sustainable way. The pupil's wellbeing, readiness to return, and longterm engagement with education are prioritised throughout the reintegration process.

The school works closely with parents or carers, the pupil, and relevant professionals to plan an appropriate return to school. Reintegration arrangements are individualised and may include a phased return, temporary timetable adjustments, reasonable adjustments to learning expectations, and additional pastoral support. These arrangements are regularly reviewed and adjusted in line with the pupil's progress.

Attendance and wellbeing are monitored closely during the reintegration period through established attendance and pastoral processes. Where attendance concerns persist, further support is considered in line with the Inclusive Attendance Framework and local authority guidance. All decisions take account of pupils' SEND, EHCP outcomes, and safeguarding considerations, ensuring that support remains timely, appropriate, and targeted.

## 9. Attendance monitoring

### 9.1 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.

Daily registration of each pupil is taken and is monitored. This monitoring process is daily along with deep overview in the weekly attendance meetings. Attendance codes are reviewed daily and checked to capture patterns and trends. Access to the DfE dashboard also provides an overview of attendance enabling monitoring attendance.

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

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

## 9.2 Analysing attendance

The school will:

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

## 9.3 Using data to improve attendance

The school will:

- o Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- o 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 9.4 below)
- o Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- o Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- o 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

## 9.4 Reducing persistent and severe absence

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

The school will:

- o Use attendance data to find patterns and trends of persistent and severe absence

- o Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- o 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
- o Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- o 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
- o Implement sanctions, where necessary (see section 7, above)
- o Use the Inclusive Attendance Framework to categorise pupils at risk of persistent or severe absence and to track progress from universal to targeted and specialist levels of support.
- o Review pupils identified with persistent or severe absence as part of weekly attendance meetings, ensuring a child-centred approach that considers SEND needs, EHCP outcomes, health, wellbeing, and family circumstances.
- o Issue Inclusive Attendance Letters when attendance is at risk, clearly outlining missed days, attendance percentages, and next steps, and inviting parents or carers to engage with the school at an early stage.
- o Implement Attendance Contracts in line with the Birmingham Local Authority Support First School Attendance Framework where attendance does not improve following early intervention.
- o Agree and monitor phased returns, flexible timetables, or temporary reasonable adjustments where appropriate, ensuring these are time-limited and regularly reviewed.
- o Maintain daily first-day absence contact and enhanced monitoring for pupils with persistent or severe absence, including follow-up calls where return dates are not met.
- o Use positive reinforcement, including recognition of improvement, small steps, and effort, alongside whole-school rewards to encourage re-engagement.
- o Coordinate internal support from Learning Mentors, Thrive Practitioners, the Family Support Worker, pastoral teams, and teaching staff to address emotional, behavioural, or family-related barriers.

- o Make referrals to Early Help and external agencies where appropriate, including health, wellbeing, and family support services, to address wider barriers impacting attendance.
- o Escalate concerns proportionately, including consideration of statutory interventions such as Education Supervision Orders, where sustained non-attendance persists despite support.

## 10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Richard Grant – Assistant Headteacher. At every review, the policy will be approved by the Local Academy Council.

## 11. Links with other policies

This policy links to the following policies:

- o Behaviour policy
- o Safeguarding and Child Protection policy

### 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

<b>I</b>	Present (pm)	Pupil is present at afternoon registration
<b>L</b>	Late arrival	Pupil arrives late before register has closed
<b>Attending a place other than the school</b>		
<b>K</b>	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
<b>V</b>	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
<b>P</b>	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
<b>W</b>	Attending work experience	Pupil is on an approved work experience placement
<b>B</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
<b>D</b>	Dual registered	Pupil is attending a session at another setting where they are also registered

<b>Absent – leave of absence</b>		
<b>C1</b>	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment
<b>J1</b>	Interview	Pupil has an interview with a prospective employer/educational establishment
<b>S</b>	Study leave	Pupil has been granted leave of absence to study for a public examination
<b>X</b>	Not required to be in school	Pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	Pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		

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
<b>Absent – unable to attend school because of unavoidable cause</b>		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused

		by a local, national or international emergency
<b>Y3</b>	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
<b>Y4</b>	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	<p>Pupil is unable to attend as they are:</p> <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school

<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	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
<b>U</b>	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

## **Appendix 2: Inclusive Attendance Framework – Graduated Response**

The school adopts the Inclusive Attendance Framework to ensure that attendance support is proportionate, timely, and tailored to the individual needs of pupils and

families. This framework underpins all attendance monitoring, intervention, and escalation processes outlined within this policy and supports a graduated, child centred approach.

The framework recognises that absence is often a symptom of wider need and ensures that pupils are supported through universal, targeted, and specialist provision where required.

### **Inclusive Attendance Framework Overview**

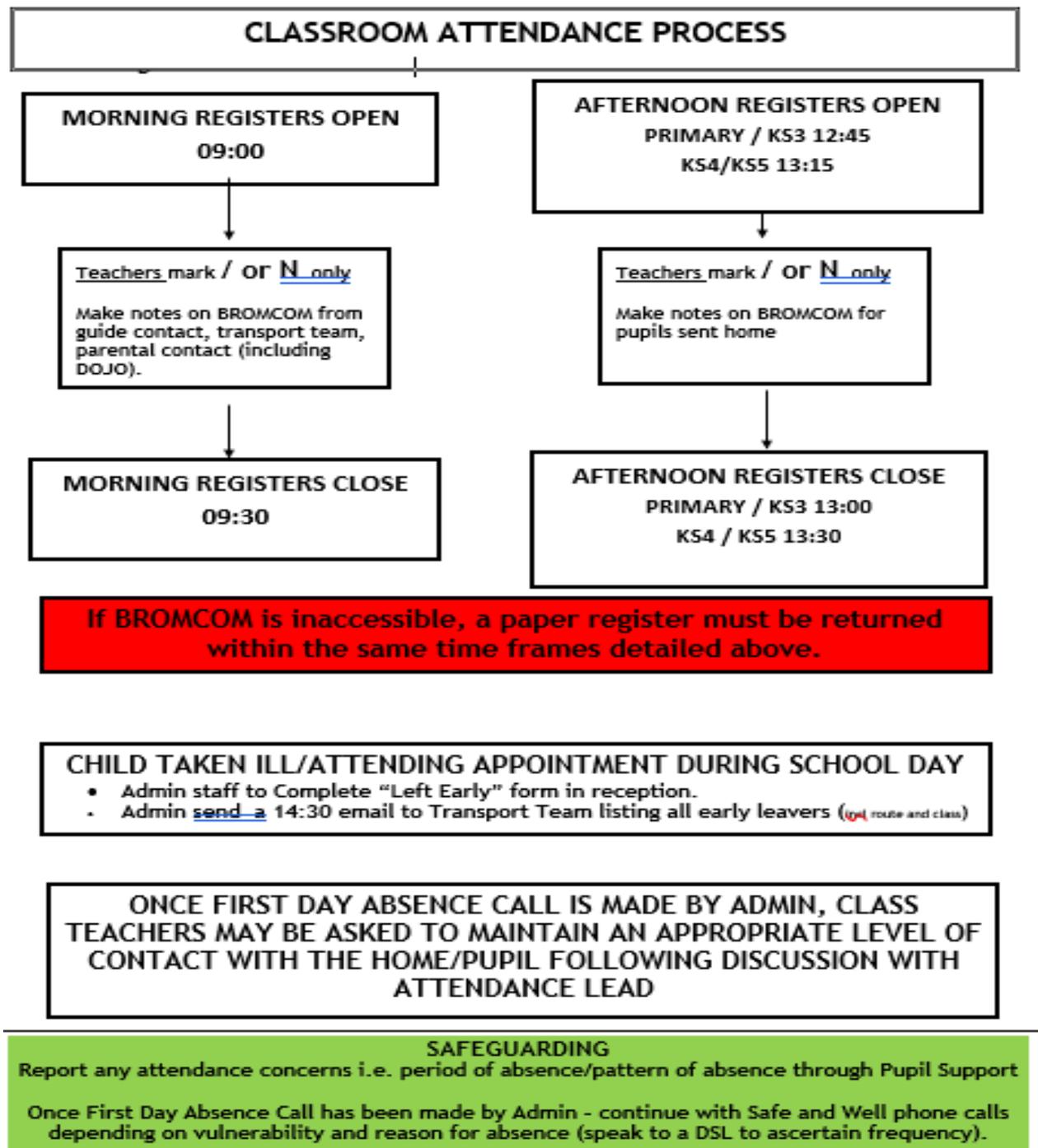
<b>Level</b>	<b>Attendance Indicator</b>	<b>Primary Focus</b>	<b>Examples of Support</b>	<b>Review &amp; Monitoring</b>
<b>Tier 1 – Universal</b>	Attendance secure or emerging concern	Promote positive attendance and early identification	Class attendance tracking, Inclusive Attendance Challenges, Dojo rewards, certificates, newsletters, positive phone calls home, tutor-time attendance activities	Daily registration, Attendance Tracker, weekly staff oversight
<b>Tier 2 – Targeted</b>	At risk of persistent absence (below 90%)	Identify barriers and prevent escalation	Attendance meetings with families, Learning Mentor or Thrive support, Inclusive Attendance Letters, short-term adjustments, pastoral input, Family Support Worker involvement, Early help, Single signposting	Weekly attendance meetings, personalised action planning, and tracked progress
<b>Tier 3 – Specialist</b>	Persistent absence (10%+) or severe absence (50%+)	Intensive intervention and multi-agency support	Attendance Contracts, Early Help, FTB/STICK referrals, health input, phased returns, Support First Framework, EHCP review, SENAR	Multi-agency review, Local Authority liaison, formal reviews and escalation

### **How the Inclusive Attendance Framework is Applied**

Attendance is monitored daily and reviewed weekly using the Attendance Tracker. Where concerns are identified, pupils are profiled to consider SEND, EHCP outcomes, wellbeing, family circumstances, and safeguarding information. The appropriate level of support is then identified using the Inclusive Attendance Framework.

Support is formalised, reviewed regularly, and adjusted where needed. Movement between tiers is based on evidence, progress, and the effectiveness of current strategies, ensuring that pupils receive neither too little nor too much intervention.

## Appendix 3 Attendance Flowchar



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# ADMIN ATTENDANCE PROCESS

## PARENTAL CONTACT

Check Voicemail  
Take calls

Take notes of responses on [DAILY ABSENCE LOG](#)

Record responses on CPOMS and adjust BROMCOM code - block code where appropriate.

## INFORMATION SOURCES

### OTHER CONTACT

[i9 Guide](#)  
[ABSENCE NOTES FROM GUIDES.docx](#)

Contact Parent/carer Daily.  
Review every Thursday.

ADMIN to print weekly Code Reports for PH

## REGISTERS

- Taken by teachers
- Marked / or N
- Make notes on BROMCOM from contact

### 09:30 close registers\*

Address all BROMCOM notes from teachers and adjust codes

~~Parentmail~~  
Parentmail to parents for all unknown absences.

'Your child X is absent from school. Please contact Hallmoor School on 0121 803 1620 Thank you'

Take notes of responses on [DAILY ABSENCE LOG](#)

Record responses on CPOMS and adjust BROMCOM code. Add note to BROMCOM when response received.

### 11:00 Phone calls to non-responders on the following day

Take notes of responses on Bromcom comments

Record responses on CPOMS and adjust Bromcom code.

## N CODES

Check daily and amend register if reason is known e.g. pupil sent home previous day would be an I/illness code.

- If reason not known chase reason + liaise with attendance lead in Thursday meeting.
- If pupil absent for single day and has returned to school but no reason given after 5 days (i.e. despite best efforts school was unable to speak to parents the previous day), send out standard ['N Code unexplained absence letter'](#)
- If no valid reason is received within 2 weeks, change N code to O/unauthorised (can be authorised by SLT if valid reason given after 2 weeks).
- Record on CPOMS when [N code letter](#) is sent and record responses when received
- Put copy of letter in Pupil's File and Attendance Folder.

Collect evidence for all absences only if offered.  
SLT to agree C or O codes  
Store evidence in Pupil File (During Covid, only evidence for pupils identified by SLT required)  
Report all N codes to Attendance Lead weekly  
Upload CTF to Persistent absence tracker [Attendance tracker](#)  
Report all Covid absences to Attendance Lead daily  
Report "Left Early" pupils to transport team

## SAFEGUARDING

Report any N code with no contact, of more than 3 days, to Attendance Lead