



Emmanuel

Diocese of Liverpool
Academies Trust

Serving flourishing communities

Attendance Policy

Emmanuel Diocese of Liverpool Academies Trust

Bewsey Lodge Academy

'serving flourishing communities'

Approved by Local Governing Board	
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1. Introduction

The Emmanuel Diocese of Liverpool Academies Trust is committed to serving flourishing communities. Rooted in clearly established Christian values and principles, we believe that every child is loved and valued and should be enabled to flourish academically, socially, spiritually and emotionally. We believe that regular attendance is vital for this to be achieved. By working in partnership with families, we seek to nurture a culture of community, belonging, responsibility and hope, ensuring that every child is supported to be present, engaged, and able to fulfil their God-given potential.

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-trust culture and ethos that values good attendance, which includes:

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

We will also promote and support punctuality in attending lessons.

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](#) and [Education Act 2002](#)
- › Part 7 of the [Education and Inspections Act 2006](#)
- › [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- › [The Education \(Parenting Contracts and Parenting Orders\) \(England\) Regulations 2007](#)
- › [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- › The [Equality Act 2010](#)

It also refers to / should be read alongside:

- › [School census guidance](#)
- › [Keeping Children Safe in Education](#)
- › [Working together to Safeguard Children](#)
- › [Special Educational needs and disability code of practice 2013](#)
- › [Promoting and supporting mental health and wellbeing in schools and colleges](#)
- › [Ofsted's 2025 framework toolkit](#)
- › [EEF Supporting School Attendance](#)

This policy also complies with our trust's funding agreement and articles of association.

4. Roles and responsibilities

4.1 The Trust

The Trust and the Accounting Officer are accountable for:

- › Ensuring pupil attendance is monitored and challenged in line with national guidance
- › Keeping admissions and attendance registers

The Trust will ensure that support is provided for all schools through identified experienced senior leaders and signposting to the Attendance Hubs.

4.2 The trust attendance lead/central attendance team

The trust attendance lead/central attendance team will:

- › Lead termly attendance meetings / training
- › Drive attendance improvement across the trust
- › Work more intensively with schools who desire/require support to improve attendance
- › Act as a central contact point for schools with attendance queries
- › Liaise with the Local Authority Attendance Team
- › Liaise with the DfE's regional teams for advice about wider support programmes

The trust attendance lead/central attendance team are Rachel Pimblett (DCEO) and Kate Keen (Attendance Lead) and can be contacted via 01925 625706.

4.3 The local governing body

The local governing body is responsible for:

- › Setting high expectations of all school leaders, staff, pupils and parents
- › Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authorities
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
 - Recognising and promoting the importance of school attendance across the school's policies and ethos
 - 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 the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- › Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most, through termly reporting
- › Working with school leaders to set goals or areas of focus for attendance and providing support and challenge (taking into account the school's ABIE DfE target)
- › 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
- Making sure all staff receive adequate training on attendance, including with teachers from across the trust, 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 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
- Sharing effective practice on attendance management and improvement across the trust and providing regular opportunities for staff from different schools to come together, learn from each other and share resources
- Holding the headteacher to account for the implementation of this policy

4.4 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, including making available Attendance Summaries and Similar Schools reports from DFE
- Working towards the ABIE (Attendance Baseline Improvement Expectation) set by the DFE
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Working with the Local Authority to issue penalty notices or implement Fast Track Prosecution, where necessary
- Ensuring the appropriate member of staff attends the Trust Termly Attendance meetings and being open to support from the Trust Attendance Team and or the Attendance Hub
- Working with the parents 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
- Work in partnership with the local authority virtual school head to set high expectations for attendance for looked after children, post-looked after children and those with (or previously with) a social worker, to support, monitor and report the children's attendance.
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels (including the policy being easily accessible on the school website)
- Sharing information from the school register with the local authority, including through MIS system:

- 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 sessions
- Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

4.5 The designated senior leader responsible for attendance

Each school has a designated senior leader (also known as the 'senior attendance champion') who supports the Headteacher in being responsible for:

- › Leading, championing and improving attendance across the school including helping to establish a welcoming environment where all children and families feel they belong
- › 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 including using the DFE data reports and analysis tools and benchmarking attendance data to identify areas of focus for improvement
- › Regularly monitoring and evaluating progress in attendance
- › Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- › Building close and productive relationships with parents to discuss and tackle attendance issues
- › Creating intervention or reintegration plans in partnership with relevant professionals, teaching staff, pupils and their parents/carers
- › Identifying targeted intervention and support to pupils and families (where available)
- › Providing regular attendance training / information to school staff
- › Working with Local Authority attendance team to tackle persistent absence
- › Liaising with the designated safeguarding lead and identifying when home visits may be appropriate

The school attendance champion is Natalie Muia and can be contacted via 01925 632730.

4.6 Class teachers

- › All 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
- › Building excellent relationships with pupils to support good attendance
- › Establishing a caring and welcoming environment within the classroom and around school
- › Knowing which pupils have attendance concerns or identifying patterns that need investigating, proactively trying to address any barriers to attendance and liaising with the attendance champion and pastoral team to share concerns

4.7 School office staff

School office staff will:

- Proactively support attendance by following school procedures, ensuring that absence of identified pupils is escalated to the appropriate member of staff for action / support
- Manage first day response (taking calls from parents/carers about absence / making calls to parents/carers) on a day-to-day basis and record it on the school system

4.8 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. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school office on 01925 632730 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
- Follow school procedures for requesting a leave of absence (see below for more information)
- Provide the school with more than one emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day. Where this is necessary, to provide evidence of appointments
- Work with the school to support with attendance where this is needed, contacting the senior attendance champion
- Keep to any attendance contracts that they make with the school and/or local authority

4.9 Pupils

Pupils are expected to:

- Attend school every day, on time

5. Recording attendance

5.1 Attendance register

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

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

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

Any amendment to the attendance register will include:

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

See Appendix 1 for the DfE attendance codes.

We will also record:

- › 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.

Timings of the school day

8.45 a.m. – 3:15 p.m. Monday to Wednesday

8:45 a.m. – 4:15 p.m. Thursday

8:45 a.m. – 3:00 p.m. Friday

The register for the morning session will be taken at 8:55 a.m. and will be kept open until 9:25 a.m.

The register for the afternoon session will be taken straight after lunch.

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 9:00 a.m. or as soon as practically possible, by calling the school office staff who can be contacted via 01925 632730 / office@bewseylodge.co.uk

We monitor and review all pupil absence, and the reasons provided.

If a child is absent from school the parent must follow these procedures:

- › Ensure your parent/carer and emergency contact information is up to date on our system. You can inform us of any changes contacting the school office by phone or email.
- › Contact the school on the first day of absence before 9.00 am providing your child's details and the reason for their absence.
- › The school has an answer phone available to leave a message if no one is available to take your call, or you may call into school personally and speak to the office staff. If you leave a voicemail to report your child's absence, you may receive a call from the school to discuss the absence to ensure it is coded correctly on their register.
- › Contact the school on every further day of absence before 9.00 am providing your child's details and the reasons for their ongoing absence.
- › Minimise absence by ensuring your child returns to school as soon as possible. In some cases, your child may be well enough to come into school later in the day.

- Provide any further information to support your child's absence if requested to by our team. We may request medical evidence if your child is having multiple periods of absence which are reported as being due to medical reasons. When deciding whether a child is too ill to attend school, both parents and school staff can consider the advice contained with NHS guidance on illness and school attendance.

Medical evidence for recording absences should only be needed in a minority of cases. Where a pupil's health needs mean they need reasonable adjustments or support because their health needs are complex, long term or frequently recurring, the school can seek medical evidence to better understand the needs of the pupil. Therefore, the school will mark absence due to physical or mental illness as authorised unless the above applies or school has a genuine concern about the authenticity of the illness.

Where there are concerns 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/carer notifies the school in advance of the appointment. All requests for term-time leave must be made in writing using the 'absence request' form on the school website.

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.

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.

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 at 9:25 a.m. pupils will be marked as absent, using the appropriate code.
- Persistent lates will be investigated by the Attendance Manager and DDSL. Parent's will be reminded of the need for good school routines and may be signposted to 'Family Support'.

5.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, or if you have been unsuccessful in informing us of the reason for your child's absence. Our First Day Response Procedures will be triggered. The school will:

- Telephone or text you on the first, and every subsequent day of absence.
- Prioritise our most vulnerable pupils by 9.30am, we will call everyone on the pupil's contact list twice, leave a message and send a SchoolPing/Facebook message. Priority is given if child has additional agency support, such as a social worker or family outreach worker – prioritise contact with them via phone or email (Deputy DSL).

- If there is no explanation from a supported family then we will continue procedures.
- We will call a sibling's school where available to make further enquiries.
- A home visit will be made from Deputy DSL / SLT.
- If access or contact cannot be made, a referral may immediately be made to children's services / MASH / Police to request a welfare call.
- If the family are visible and safe but access cannot be gained, a referral will not be made unless the children are perceived to be in harm.
- A letter will be sent to parents with a reminder of procedures. Deputy DSL/Attendance Manager to meet with parents/carers depending on the results of the first day response.
- A referral will be made to Local Authority if appropriate contact has not been made with parents (10 consecutive days) and we are unable to verify your child's whereabouts. At this point your child will be a Child Missing from Education (CME).

If your child's absence continues, we will:

- Send you letters outlining our concerns and expectations, and offering support.
- Arrange a meeting with you to discuss any barriers and understand how we can overcome them.
- Create a personalised plan, such as an attendance contract, to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child.
- Provide additional support in school to improve attendance.
- Offer signposting support to other agencies or services, if appropriate.
- Refer the matter to the Local Authority for further support or relevant legal sanctions if attendance deteriorates following the above actions.

5.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.8 above) about their child's attendance and absence levels through termly reports.

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

A leave of absence is granted at the headteacher's discretion in exceptional circumstances, including the length of time the pupil is authorised to be absent for. However, while it is not possible to provide a definitive list of exceptional circumstances, the following is a guide that Bewsey Lodge Academy will use to make decisions based on the reasons for the request being made:

- the request is rare, or a one-off, significant, and unavoidable,
- the request is of unique and significant emotional, educational, or spiritual (religious) value to the child, which outweighs any loss of teaching time (as determined by the headteacher),
- the request is unavoidable, and could not be reasonably scheduled during school holidays, irrespective of who has planned or paid for the holiday or absence.

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 a protest activity during school hours or 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 four weeks before the absence, and in accordance with the leave of absence request form, accessible via bewseylodge.co.uk 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 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong (s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart. Pupils should attend school on the days surrounding those 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)

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

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

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. Therefore, we celebrate good attendance for both classes and individual pupils.

- In school Attendance League
- Weekly data shared on newsletter
- Ten-minute extra play for being top of the attendance league in EY KS1 & KS2.
- Bronze, Silver and Gold badges for 100% termly attendance.
- Rewards for improve attendance.
- Termly prize raffles.

8. Supporting pupils with poor attendance

Our schools 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. We want to support our families as much as possible and Family Help will offered to parents as we encourage working together to support attendance.

8.1 Attendance support plan

In liaison with the parent, DDSL and Local Authority, we may use attendance support plans as a form of attendance support.

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

Where an attendance support plan is deemed 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 support plan remains useful. Where there is further non-compliance following these discussions, the school may take further action.

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.

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

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents 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 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

Section 444 of the Education Act 1996 gives schools and local authorities the power to prosecute parents when they have failed to ensure the regular attendance of their child at their registered school. Penalty notices can be used to give parents the opportunity to discharge their liability for this offence without being prosecuted.

All schools are required to consider whether a penalty notice would be appropriate where a child's absence from school meets the national threshold, which is defined in Working Together to Improve School Attendance:

- Where a child has ten or more unauthorised sessions of absence (usually equivalent to five days) on their register in a rolling ten school week period, schools are required to consider whether a penalty notice would be an appropriate tool to improve their attendance.
- The sessions of unauthorised absence do not have to be consecutive and can be made up of a combination of unauthorised absence codes, including unauthorised lateness and unauthorised term-time holidays.
- The rolling ten school week period can span different school terms, different school years and different educational settings.
- Penalty notices can be issued to each parent individually, and in relation to each child whose absence has met the national threshold. Each penalty notice is for £160. In some cases, a reduced amount of £80 is payable if paid within 21 days.
- If a second penalty notice 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 parent cannot be issued with more than two penalty notices in relation to a child within a three-year period. Where this happens, the Local Authority is required to consider alternative sanctions, which may include prosecution.
- Penalty notices and other sanctions are used, where appropriate, to improve a child's attendance and to protect their legal right to a full-time, suitable education.

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.

9. Supporting pupils who are absent or returning to school

9.1 Pupils absent due to complex barriers to attendance

We have high expectations of all our pupils but also recognise that irregular school attendance is often an early indicator that a child needs additional support. While the most common cause of absence is illness, there can be underlying issues that are impacting a child's ability or willingness to attend regularly.

Any barriers preventing regular attendance need to be identified as quickly as possible and resolved through collaboration between our SENDCo, DDSL and ELSA practitioner, the parents, and the child. We will work with our pupils and their family to understand the root problem and provide any necessary support.

Where needed, we will seek the support of outside agencies to support a child to get into school regularly. This may include services such as: school nursing, parent and family support advisors, Family Intervention Service. In some cases, it may be appropriate to work alongside Children's Social Care or specialist health services to understand and break down barriers.

Where outside agencies are supporting the family, a Team Around the Child (TAC) or Team Around the Family (TAF) meeting may be arranged to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed, with the school attendance team playing a key role.

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other complex needs or vulnerabilities. High expectations of attendance remain in place for all these pupils; however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We will discuss reasonable adjustments and additional support from external partners, where appropriate.

9.2 Pupils absent due to mental or physical ill health

For pupils absent due to mental or physical health ill health, reasonable adjustments to the school day may be made in collaboration with the child/parent. e.g. Facilitate pastoral care, create safe spaces, or implement temporary phased/part-time timetables to reduce anxiety.

Any plan to help a child to attend may also involve making referrals to in-school or external professional support with regard to mental or physical health. We will consider additional pastoral care for pupils, including any support that can be offered by the pupil's most trusted adults in school, and where appropriate making referrals to other services. This might include community groups, counselling services, psychological practitioners or, where available, Mental Health Support Teams. Any professional workers supporting a pupil with a mental health or emotional issue should maintain the same ambition for the attendance of the child as the school, maximising in-person learning where possible.

Parents should also 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

Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long-term medical conditions or who have special educational needs and disabilities, or other complex needs or vulnerabilities. High expectations of attendance remain in place for all these pupils; however, we will work with families and pupils to support improved attendance whilst being mindful of the additional barriers faced. We will discuss reasonable adjustments and additional support from external partners, where appropriate.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

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

Supporting a pupil returning to school after a lengthy or unavoidable period of absence requires a support-first, structured, and sensitive approach. Extended absence frequently triggers intense student anxiety around academic studies, social isolation, and peer curiosity. School will focus on breaking down these emotional and structural barriers through early, proactive collaboration with families.

- Pre-Return Planning and Preparation
- host a supportive meeting involving the pupil, parents, and key staff members to co-produce a time-limited, written reintegration plan.
- "Soft Landing" Assign a named key adult to serve as the pupil's primary check-in advocate.
- Predictability Mock-Runs: Reduce day-one anxiety by arranging a low-pressure, short visit during a quiet time (like after school or an inset day). Let the student physically see their classroom, review a current timetable, and practice a clear plan for their first 10 minutes back.
- Safety Signals: Pre-arrange a discrete exit signal and dedicate a specific "quiet zone" or safe room the pupil can retreat to if they feel overwhelmed.
- Utilise a reduced, flexible timetable to rebuild long-term endurance.
- Allow the pupil to choose 1 or 2 trusted peers to meet them at an agreed arrival point or engage in low-pressure, neutral tasks (like a board game or sorting activity) before diving into open social spaces like the cafeteria.
- Ensure that all staff interacting with the pupil—including receptionists and midday supervisors—are briefed on the return plan. Staff should employ a warm, welcoming approach and explicitly modify internal sanction systems or questioning to avoid inducing guilt or awkwardness.

9.5 Prolonged absence for pupils in the EYFS

School will:

- Maintain connection with the family by sending brief messages, class updates, or photos of activities to let the child know they are missed without adding academic pressure.
- Offer a gradual start or a reduced timetable. Early years children quickly lose track of nursery structures; starting with half-sessions or a few days a week helps rebuild confidence.
- "Soft Landing" Support Assign a specific, trusted adult—ideally their Key Person—to greet them warmly at the door. Create a quiet, safe retreat space within the setting in case they feel overwhelmed.
- Focus initial reintegration on connection over curriculum. Designate the returning child as a "special helper" or feature their favorite activities, morning songs, and play items to foster a sense of safety.

In cases of prolonged absence, or when a child is absent without notification, we will attempt to contact the child's parents and alternative emergency contacts.

When deciding whether a child's absence should be considered prolonged, we will consider the:

- Patterns and trends in the child's absences and their personal circumstances
- Vulnerability of the child and their parents, as well as the circumstances of their home life

We will also implement our safeguarding procedures (see our child protection/safeguarding policy at bewseylodge.co.uk) and refer any concerns to local children's social care and/or request a police welfare check.

10. Attendance monitoring

Bewsey Lodge Academy will ensure that data is routinely monitored to identify emerging attendance issues and will seek to prevent any pupil becoming persistently or severely absent using a support-first approach. This will include:

- identifying the individual needs of pupils and barriers to attendance,
- working closely with pupils, their families and wider support services to remove barriers to attendance,
- a formalised approach in conjunction with the Local Authority and, where appropriate,
- consideration of statutory frameworks to protect pupils' right to education.

In line with statutory guidance, Bewsey Lodge Academy will regularly monitor attendance data to ensure the following children and groups are identified and appropriately supported:

- Pupils at risk of being persistently absent (attendance is approaching 90%)
- Pupils that are persistently absent (attendance is below 90%)
- Pupils that are severely absent (attendance is below 50%)
- Pupils with lower attendance than their peers
- Pupils with SEND or medical conditions
- Pupils that have a social worker
- Pupils that are or have been a Child Looked After (CLA)
- Pupils that have missed more than 15 whole days of attendance

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.

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 board of directors and local governing body.

10.2 Analysing attendance

The trust in partnership with the school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct 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
- Identify attendance patterns across the trust to identify common issues and barriers and share effective practice between schools

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 it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 10.4 below)
- Provide regular attendance reports to all staff, to facilitate discussions with pupils and families, and to the board of trustees/local governing body and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other trusts and 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

10.4 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 trust and school's strategy for improving attendance.

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
- 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)
- Add anything else that is part of your strategy

11. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum yearly by Rachel Pimblett DCEO and Kate Keen Behaviour & Attendance Trust lead. At every review, the policy will be approved by the local governing board.

12. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Supporting pupils with medical conditions
- Mental Health and Wellbeing

> 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 register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment

S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency

Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered

#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays
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