



L.E.A.D. Academy Trust

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L.E.A.D. ACADEMY TRUST

Attendance Policy

Policy/Procedure management log

Document name	Attendance Policy
Date approved	AGB approval Autumn 2025
Date issued	Autumn 2025
Date of review	Autumn 2026

Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for attendance management explicit in order to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust's aim is for all of its academies to be calm, orderly, safe, and supportive environments where all pupils want to be in school and are keen and ready to learn.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Cross Reference: Safeguarding Policy, Behaviour Policy, SEND policy

Legislative Framework

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education 2024 (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

Part 6 of [The Education Act 1996](#)

Part 3 of [The Education Act 2002](#)

Part 7 of [The Education and Inspections Act 2006](#)

[The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)

[The Education \(parenting contracts and Parenting Orders\) Regulations 2007](#)

[The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2007 \(and 2013 amendments\)](#)

[The Crime and Disorder Act 1998](#)

[The Anti-Social Behaviour Act 2003](#)

[The Sentencing Act 2020](#)

[The Children's and Young Persons Acts 1933 and 1963](#)

[The Equality Act 2010](#)

Procedures for attendance management implemented by individual academies will be operated in a positive way, reflecting the high expectations of all within the academy community.

All staff are responsible for promoting and establishing good attendance in Trust academies. It is important that all staff are consistent and proactive in rewarding good attendance, and in dealing with poor attendance.

Trust Expectations of Academies

To manage and improve attendance effectively, the Trust expects every academy to:

- Have a clear attendance policy which all staff, pupils and parents understand. The policy must include:

- Attendance and punctuality expectations of pupils and parents, including:
 - start and close of the day
 - register closing times
 - processes for requesting leaves of absence
 - processes for informing the school of the reason for an unexpected absence.

- The name and contact details of the Senior Attendance Champion responsible for the strategic approach to attendance.
- Information and contact details of staff who pupils and parents should contact about attendance on a day to day basis (such as a form tutor, attendance officer etc) and for more detailed support on attendance (such as a head of year, pastoral lead or family liaison officer etc).
- Information regarding day to day processes for managing attendance, for example first day calling and processes to follow up on unexplained absence.
- How the academy is promoting and incentivising good attendance.
- The strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most.
- The strategy for reducing persistent and severe absence, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority.
- Details of the National Framework for Penalty Notices and when Notices to Improve, penalty notices or other legal interventions will be sought if support is not appropriate (e.g. for a holiday in term time), not successful, or not engaged with. Details regarding how attendance expectations are set for all pupils, the attendance policy should account for the specific needs of certain pupils and pupil cohorts. The policy should be applied fairly and consistently but in doing so schools should always consider the individual needs of pupils and their families who have specific barriers to attendance.

- Develop and maintain a whole academy culture that promotes the benefits of high attendance.
- Accurately complete admission and attendance registers, and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.
- Share information and work collaboratively with other schools and academies in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

Improving attendance requires constant focus, and effective whole academy approaches require regular ongoing support, guidance, and challenge. The Trust expects each Academy Governing Body (AGB) to:

- Recognise the importance of attendance and promote it across the academies ethos and policies.
- Ensure leaders fulfil expectations and statutory duties.
- Regularly review attendance data, discuss, and challenge trends, and help academy leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensure staff receive adequate training on attendance.

Day to Day Processes

Alongside accurate recording of attendance and absence, the Trust expects each academy to have robust day to day processes to track and follow up absence and poor punctuality and to develop processes that meet the needs of their pupils and contexts. As a minimum, each academy must:

- Proactively manage lateness and set out the length of time the register will be open, after which a pupil will be marked as absent. This should be the same for every session, and depending on the structure of the school day, not longer than either 30 minutes after the session begins, or the length of the form time or first lesson in which registration takes place.
- Identify any absences that are not explained for each session and contact parents (and where appropriate foster carers and/or social workers) to understand why and when the pupil will return. Where absence is recorded as unexplained in the attendance register, the correct code should be inputted as soon as the reason is ascertained, but no later than 5 working days after the session.
- Conduct home visits where required to ensure good attendance of pupils.
- Where reasonably possible, hold more than one emergency contact number for each pupil.
- Regularly inform parents about their child's attendance and absence levels.
- Hold regular meetings with the parents of pupils whom the academy (and/or local authority) considers to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals to the Local Authority and Secretary of State.
- Make the necessary statutory data returns.
- Support pupils on return following a lengthy or unavoidable period of absence to build confidence and bridge gaps.

Each academy, in order to instil good attendance, should therefore:

- Work closely with their Local Authority School Attendance Support Team.
- Organise regular targeted meetings with families.
- Take a multi-disciplinary approach with the School Attendance Team to overcome barriers.
- Undertake legal intervention, where all voluntary support options are unsuccessful (Attendance Prosecution).
- Use parenting contracts as a formal written agreement with the academy.
- Implement an Education Supervision Order (ESO) where a formal parenting contract has been unsuccessful. An ESO is a useful alternative to provide formal legal intervention without criminal prosecution.
- Initiate fixed penalty notices by working with the Local Authority.
- Make use of Parenting Orders following non-attendance alongside a fine and or a community order. These can be imposed by the Court.

Equality Statement

The L.E.A.D. Academy Trust is committed to applying the equality duty in all academies across all phases. It is the responsibility of all staff, leaders, trustees and governors to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity, and to foster good relations between people.

Safeguarding

L.E.A.D. Academy Trust recognises that attendance may be an indicator that a pupil is in need of help or protection. As a result, we expect each academy to consider whether a pupil's attendance may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, the academy is expected to follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Monitoring, Evaluation and Review

In order to determine the effectiveness of a policy, the Trust will monitor and evaluate its impact. This will be achieved by:

- Regular analysis of data.
- The AGB reviewing progress made and the effectiveness of the policy on an annual basis.
- The Trust Board scrutinising the attendance data and any issues reported in the Quality Assurance (QA) visits made by Directors of Schools.



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Windmill ACADEMY

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Date issued	September 2025
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1. Aims

At Windmill Academy we are committed to meeting our obligation with regards to school attendance through our culture and ethos that values good attendance, including by:

- Promoting 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 ensure pupils have the support in place to attend
- Promoting and supporting punctuality in attending lessons

2. Legislation and Guidance

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education 2022 (DfE) updated September 2024, and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

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Introduction

Windmill Academy School is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

At Windmill Academy, we are driven by an unwavering commitment to making school attendance a top priority, fully integrated with every aspect of school improvement. Using the Inclusive Attendance Model – the first and only accredited programme providing the pedagogy of practice – we support children and families to connect, belong, and thrive.

Inclusive Attendance Professional Development Model

The Inclusive Attendance professional development model fundamentally guides our attendance approach. Comprising six tailored Learning Modules, this model empowers us to deepen our

understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management seamlessly integrate theory into practice.



Inclusive Attendance Implementation Programme

Each year, Windmill Academy reviews and further enhances attendance practices through dedicated participation in the Inclusive Attendance 7-month implementation programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible support.

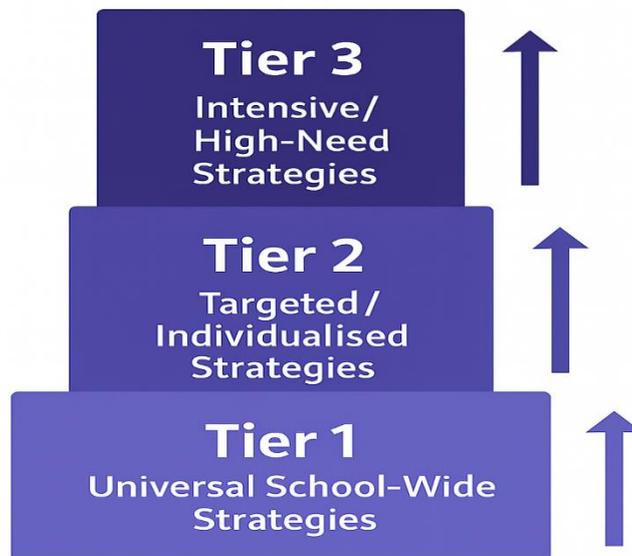
Impact and Collaboration

Through our ongoing year-long implementation programme, and five year long-term strategy, we deliver measurable impact by creating an inclusive attendance culture and improving outcomes for children and young people. We are outward-facing in our approach and value working regionally and nationally, through a systems-led model with other schools and external agencies. We continually strengthen and enhance our offer year on year. This work is underpinned by ongoing accredited CPD for staff, ensuring sustainable change, stronger outcomes for children and young people, and a deeply embedded culture of collective responsibility.

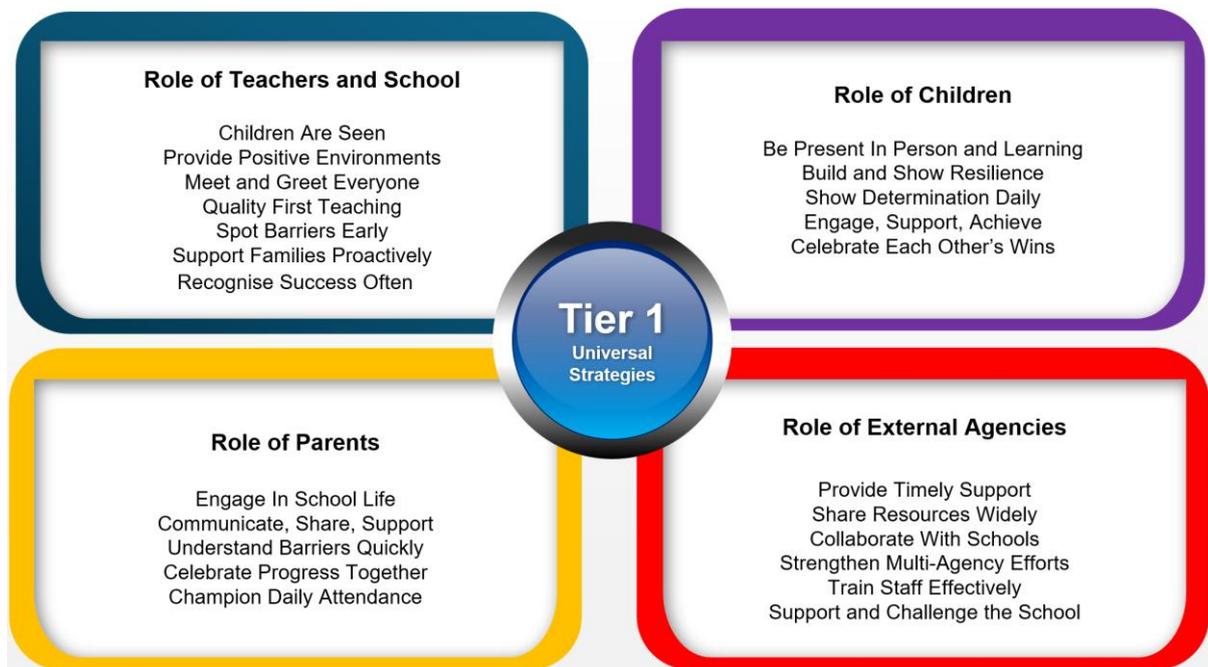
A Multi-Tiered System of Support

To guarantee a comprehensive approach to attendance, Windmill Academy implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.

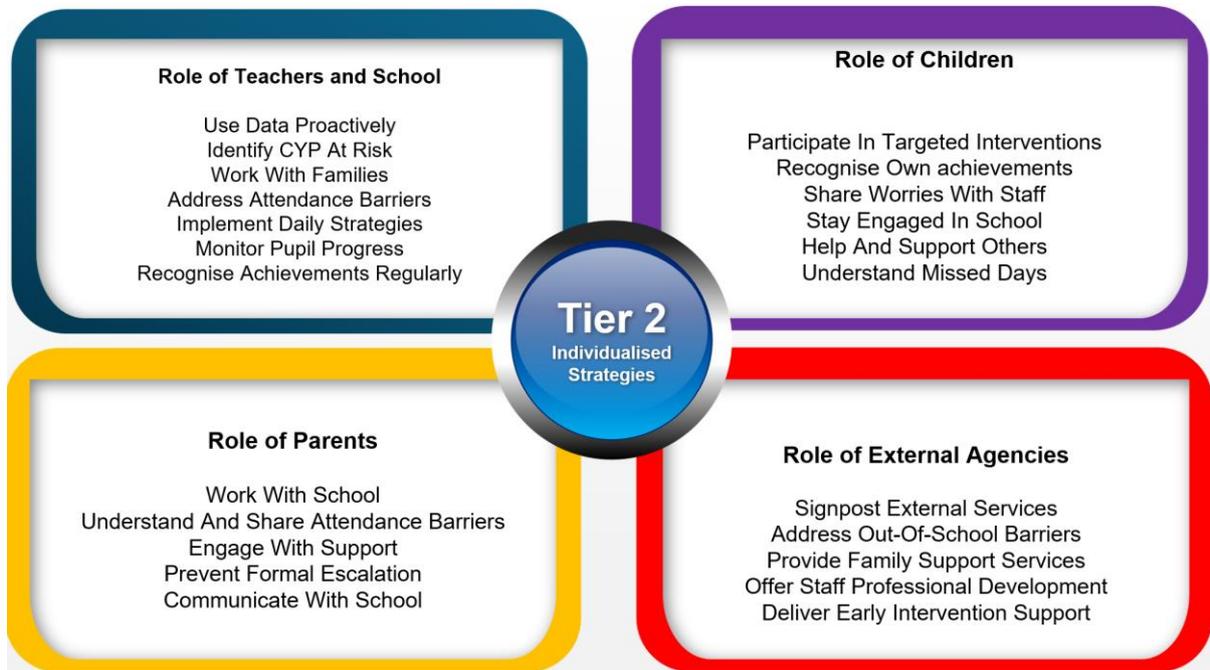
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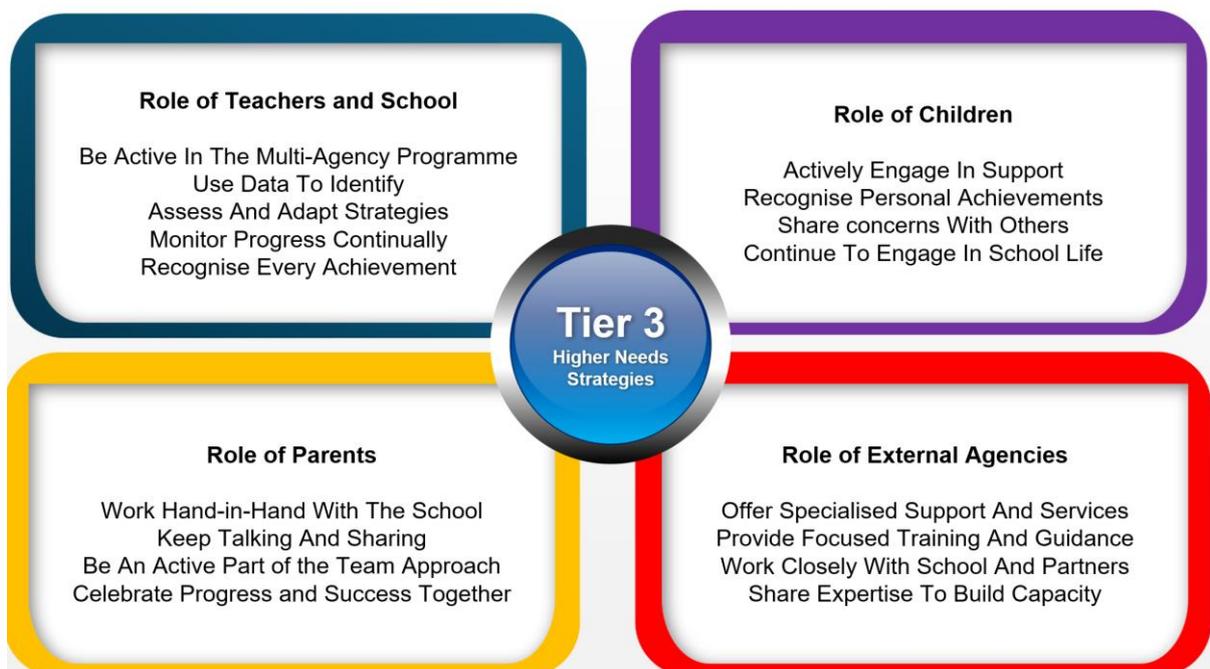
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



3. Roles and Responsibilities

*Full details of roles and responsibilities can be found in appendix 4.

3.1 Academy Trustees

Trustees are responsible for:

- Ensuring that there is a Trust wide strategy to improve attendance and as part of this strategy share effective practice on attendance management and improvement across academies.

Academy Governing Bodies (AGBs) are responsible for:

- Take an active role in attendance improvement, support the academy to prioritise attendance and work together to set a whole school culture
- Making sure academy leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging patterns of attendance, compare with other local academies, identify areas of progress and where greater focus is needed
- Making sure staff receive adequate training on attendance
- Holding the Headteacher to account for the implementation of this policy

Governors/Trustees: School governors or trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

Statutory Compliance: Governors/trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.

Strategic Oversight: Governors/trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

Monitoring Attendance Data: Governors/trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

Accountability: Governors/trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.

Policy Implementation: Governors/trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.

Parental Engagement: Governors/trustees support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.

Safeguarding: Governors/trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

Challenge and Support: While supporting school leadership in attendance improvement efforts, governors/trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.

Continuous Improvement: Governors/trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

3.2 The Headteacher

The Headteacher is responsible for:

- Implementation of this policy at the academy
- Develop and maintain a whole school culture that promotes the benefits of good attendance
- Ensure that admissions and attendance registers are accurately completed
- Have robust daily procedures in place to follow up absence
- Monitoring absence data to identify patterns and trends and have a clear strategy in place to identify which pupils and pupil cohorts to focus on and measure impact of any intervention, including PA/SA and vulnerable groups
- Supporting staff with monitoring the attendance of individual pupils
- Ensure that there is a dedicated senior leader with overall responsibility for championing and improving attendance.
- Authorising the Local Authority issuing of fixed-penalty notices where necessary

3.3 The Senior Attendance Champion:

The designated senior leader is responsible for:

- Leading attendance across the academy
- Ensuring all academy-based staff complete their attendance responsibilities in line with statutory procedures and academy policy and procedures
- Set a clear vision for improving and maintaining good attendance and ensuring a whole school approach to attendance
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis and use strategic tools, such as the DfE data to inform practice
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Lead formal conversations with parents
- Establish targeted intervention and support to pupils and families and measure the impact of such interventions

The designated senior leader responsible for attendance is Amy Merhino and can be contacted via school office 0115 9150195

3.4 The Attendance Lead

The academy attendance Lead is responsible for:

Data Analysis: Attendance Leads collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.

Early Intervention: Recognising that early intervention is crucial, Attendance Leads identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.

Supporting Families: Attendance Leads work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.

Monitoring and Reporting: Attendance Leads continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.

Safeguarding: Attendance Leads are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.

**The attendance officer is Melanie Jago and can be contacted via 0115 9150195
mjago@windmillacademy.co.uk.**

3.5 Class Teachers

Class Teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the office 9:15am.

Creating a Welcoming Classroom Environment: Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

Collaboration: Collaborating with other school staff, such as attendance officers, counsellors, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.

Taking Immediate Action: When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the school's attendance officer or designated staff member to report the absence.

Early Intervention: Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.

Maintaining Communication: Teachers should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.

Providing Support: Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

3.6 Academy [Admin/Office] Staff

Academy [admin/office] staff will:

- Record all absence details received on a day-to-day basis and log it on the academy MIS system
- Transfer calls from parents to the Attendance Lead in order to provide them with more detailed support on attendance

3.7 Parents/Carers

Parents play a crucial role in supporting attendance in schools in the UK. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

Establish a Routine: Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.

Communicate with the School: Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.

Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.

Promote a Love for Learning: Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.

Stay Informed: Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.

Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.

Encourage Peer Relationships: Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.

Celebrate Achievements: Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.

Collaborate with the School: Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

3.8 Pupils

Pupils are expected to:

Children also play a significant role in attending school regularly and ensuring their educational success

Commitment to Learning: Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.

Punctuality: Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.

Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.

Communication: If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.

Peer Relationships: Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.

Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.

Problem-Solving: Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.

Attendance Awareness: Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.

Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

3.9 The Local Authority

The Local Authority is legally obliged to:

- Rigorously track local attendance data.
- Provide a strategic approach to improving attendance and ensure that it is a key focus of all frontline services
- Provide access to the School Attendance Support Team which provides the following core functions:
 - Communication and advice
 - Targeted support Meetings
 - Multi-disciplinary support for families
- Provide each school with a named point of contact in the School Attendance Team who can support with queries and advice
- Enable opportunities to share effective practice
- Work with academies to issue legal interventions
- Monitor and improve attendance of children with a social worker through their virtual school

4. Recording Attendance

4.1 Attendance Register

At Windmill Academy, we keep an attendance register of all pupils on the academy roll.

We will take our attendance register at the start of the first session of each day and once during the second session. It will mark whether every pupil is:

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

Any amendment to the attendance register will include:

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

[DfE attendance codes can be found in appendix 1.](#)

We will also record:

- Whether the absence is authorised or not
- The nature of the activity if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day at Windmill Academy starts at 8:30 for early Nursery, Reception, and 8:45 Years 1-6. Pupils must arrive on time every day.

The register for the first session will be taken at 9:15am and will be kept open until 9:45am. The register for the second session will be taken at 1pm and will be kept open until 1.30pm.

4.2 Unplanned Absence

The pupil's parent/carer must notify the academy of the reason for the absence on the first day of an unplanned absence by 8:30am or as soon as practically possible by calling the Academy school office of 0115 9150195.

Parent/Carer Responsibilities

- Contact the academy **by 8:30am on the first day of absence**, or as soon as practically possible, by calling the school office on **0115 9150195**.
- Inform the office of the **reason for the absence** and **expected return date**, if known.
- **Notify the school immediately** of any changes to contact details to ensure communication can be maintained.

- Make **medical or other appointments outside of school hours** where possible. If this is not possible, parents should:
 - Provide **proof of the appointment**, e.g., an appointment card or letter.
 - Ensure their child attends school **before and/or after the appointment**, where feasible.
- Contact **Melanie Jago (Attendance Lead)** if you are experiencing difficulties with your child's attendance or need further support.

The academy understands that children may occasionally be too unwell to attend. Absences due to illness will be authorised **unless there is a genuine concern** about the authenticity of the illness.

Evidence of Illness

- If there are concerns, the academy may request **medical evidence** to support the absence. This could include:
 - A copy of a prescription or medication label
 - An appointment card
- Medical evidence will **not be requested unnecessarily**. We aim to work in partnership with families and avoid creating additional pressures.

If medical evidence is not provided when requested, and the academy is not satisfied about the reason for the absence, the absence may be recorded as **unauthorised**, and parents/carers will be notified in advance.

We will mark absence due to illness as authorised unless Windmill Academy has a genuine concern about the authenticity of the illness. If the authenticity of the illness is in doubt, Windmill Academy may ask the pupil's parent/carer to provide medical evidence, such as, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the academy is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

Safeguarding and Home Visits

Where a pupil is absent from school and **no contact has been made by the parent or carer**, this is treated as a **potential safeguarding concern**.

In line with our safeguarding duties and DfE guidance (*Working Together to Improve School Attendance*, 2022), Windmill L.E.A.D. Academy will take the following steps:

- **Day 1:** If a pupil is absent and no contact has been received by 8:30am, the school will attempt to contact parents/carers via telephone and/or text message.
- **If no contact is made, a home visit may be carried out on Day 1** to establish the safety and wellbeing of the child.
- Further **home visits will be completed on Day 3 and Day 5** if contact still has not been established.
- Where appropriate, the academy may request support from external agencies (e.g., **Early Help, Social Care, or the Local Authority**) to conduct joint welfare checks.
- In cases where the child is known to a social worker or has an existing safeguarding plan, home visits may be escalated **more quickly**.

These visits are an essential part of our safeguarding procedures and aim to ensure that all children are safe, accounted for, and supported.

4.3 Planned Absence

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

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of the academy for the minimum amount of time necessary.

The pupil's parent/carer must also apply for any other type of term-time absence as far in advance as possible of the date or dates of the requested absence.

The law does not grant parents/carers an automatic right to take their child out of school during term time. Leave of absence during term time will only be authorised in **exceptional circumstances**.

- All leave of absence requests must be made to the **Headteacher** using the **Leave of Absence Request Form** (see Appendix 4), available from the **school office**.
- Requests should be submitted **as early as possible** and at least **two weeks in advance**, where possible.
- The Headteacher will consider each request individually, taking into account the **specific facts, circumstances, and background context**.
- If leave is granted, it is the **Headteacher's decision** to determine the **length of time** the pupil may be absent.

4.4 Lateness and Punctuality

At Windmill L.E.A.D. Academy, we believe that punctuality is an essential part of school attendance and contributes directly to children's success, wellbeing, and sense of belonging. Arriving on time allows children to start the day calmly, access the full curriculum, and develop good lifelong habits.

Marking Late Arrivals

A pupil who arrives late will be marked using the following codes:

- **'L' (Late)** – if the pupil arrives **after the start of the school day but before the register closes**.
- **'U' (Unauthorised absence)** – if the pupil arrives **more than 30 minutes after the start of the session**, this will be recorded as an **unauthorised absence for that session**, unless a valid reason is provided.

Persistent or frequent lateness is monitored and followed up with parents/carers to ensure barriers to punctuality are addressed and children are not missing key learning time.

The academy will take the following steps to address and reduce lateness:

- **Monitor lateness and punctuality data regularly** to identify individual pupils, groups, or cohorts needing support.

- **Engage with pupils and families** to understand the reasons behind lateness and offer early, non-judgemental support.
- **Address in-school barriers** (e.g., issues with transitions, routines, or emotional wellbeing) that may affect a pupil's punctuality.
- Where **external barriers** are identified (e.g., transport, housing, family circumstances), the academy will **signpost or support access** to appropriate services.
- If lateness **persists despite early intervention**, the academy will:
 - Work in partnership with the **Local Authority and external agencies**

All pupils and parents are regularly reminded of the importance of arriving **Here, Every day, Ready, On time (HERO)**, in line with our attendance vision and inclusive ethos.

4.5 Following up Unexplained Absence

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

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the academy cannot reach any of the pupil's emergency contacts, the academy may (where appropriate) request support from external agencies e.g. police or local authority to complete safe and well checks
- Identify whether the absence is approved or not
- Identify the correct absence 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
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the academy will consider involving the School Attendance Support Team and other partner agencies

The Importance of School Attendance at Windmill Academy

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- *Academic Achievement:* Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Social Development:* School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- *Building Routine:* School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- *Legal and Parental Responsibility:* Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.

Factors Influencing Attendance

There are many factors which can impact on a child attending school, if you have any concerns you should contact the school as soon as possible:

Health Issues: Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.

Socioeconomic Factors: Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.

Special Educational Needs (SEN): Students with special educational needs may require additional support and accommodations to attend school regularly.

Academic Challenges: Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.

Cultural and Language Barriers: Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.

Parental Involvement: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

Supporting Attendance at Windmill Academy.

To address any identified attendance issues effectively, Windmill Academy will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

4.6 Reporting to Parents/Carers

Windmill L.E.A.D. Academy is committed to working in partnership with parents and carers to improve attendance. Regular and transparent communication ensures that families are informed, supported, and involved in their child's attendance journey.

General Communication

- Whole school attendance updates are shared regularly via the **school newsletter**.
- Each family receives an **individual attendance summary** annually as part of the end-of-year report.

Targeted Communication and Tiered Support

In addition to general updates, the academy uses a **tiered approach** to monitor and respond to individual attendance concerns. Parents and carers are contacted directly based on the level of concern using the following criteria:

Tier 1 – Low Concern

- **1–9 days absent** over the academic year, or
- **1–2 spells of absence**

Actions:

- Parents/carers receive **Letter 1**, which highlights the importance of regular attendance and provides information about their child's attendance to date.

Tier 2 – Moderate Concern

- **10–14 days absent** over the academic year, or
- **3–4 spells of absence**

Actions:

- Parents/carers are invited to a **school meeting** to discuss barriers to attendance.
- A **Pupil Attendance Improvement Plan** is developed collaboratively between the school and the family.
- The school may consider completing an **Early Help Assessment** to provide additional support services if appropriate.
- **15–18 days absent** or **5 spells of absence:**
 - This indicates a **high risk of becoming a Persistent Absentee (PA)**.
 - The above interventions will continue with **increased intensity and monitoring**.

Tier 3 – Significant Concern

- **19 or more days absent** over the school year, or
- Repeated absence spells despite previous interventions

Actions:

- Parents/carers are informed via **letter** that attendance has not improved despite previous support.
- A **Service Request will be made to Education Welfare**, who will assess the case and may initiate **legal proceedings** if necessary.
The school will continue with:
Phone calls, home visits, meetings with families, and Ongoing support and intervention planning

The goal at every stage is to **work together** with families to remove barriers, support wellbeing, and ensure every child can attend school regularly and thrive.

5. Authorised and Unauthorised Absence

5.1 Approval for Term-time Absence

Only exceptional circumstances warrant a leave of absence. Windmill Academy will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, it is for the Headteacher to determine the length of the time the pupil can be away from school. As Headteachers should only grant leaves of absence in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

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 (Appendix 3), accessible via school office. The Headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence may** include:

- 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 parents belong. If necessary, the academy will seek advice from the parents' religious body to confirm whether the day is set apart
- The pupil is a mobile child and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place.

5.2 Pupils with Medical Conditions or Special Educational Needs and Disabilities

In line with Section 19 of the Education Act 1996 the Local Authority (LA) have a duty to: "make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, or otherwise, may not for any period receive suitable education unless such arrangements are made for them."

This applies to children and young people:

- who are of statutory school age and who
- are permanently resident in the local authority and
- who are not in school for 15 days or more, whether consecutive or cumulative due to ill health and
- where the health need and necessity for absence has been validated as necessary by a medical doctor
- will not receive a suitable full-time education unless the local authority makes arrangements for this

Health problems include: disabilities, physical illnesses, injuries and clinically defined mental health problems. Suitable medical evidence will be required, including details of the health problem, how long the condition is expected to last, the likely outcome, and a treatment plan. This must be provided by a suitable medical professional, normally a hospital consultant. However, where specific medical

evidence is not available quickly, the local authority will liaise with other medical professionals (e.g. the child's GP), so that provision of education is not delayed.

5.3 Children Missing Education (CME)

The academy recognises that early intervention is necessary to identify the existence of any underlying safeguarding risk, and to help prevent the risks of a child going missing in education. The academy will:

- Follow absence procedures
- Make a referral to CME if information is obtained that the family have moved out of area, with no forwarding school/academy
- Make a referral to CME if a pupil has not returned after 10 days and there has been no contact with the family, despite efforts made by the academy
- Work closely with the Children Missing Education (CME) Officer to identify a pupil's current whereabouts/destination
- Agree with CME an appropriate time and category to remove the child from the academy roll. This includes those children and young people who are expected to move swiftly into appropriate provision; this is in line with The Education (Pupil Registration) (England) (Amendment) Regulations 2016
- Contact the Local Authority via CME after 20 school days of absence, to discuss whether to remove a pupil from the academy roll. The final decision about removal from the academy roll remains with the Headteacher.
- The academy will create a 'lost pupil' record on the national Lost Pupil's Database School to School (s2s) to assist future schools and Children Missing from Education Officers to identify and locate children

[See Children missing in education guidance](#)

5.4 Legal Sanctions - National Threshold for issuing penalty notice

The academy can refer parents to the local authority where they do not ensure that children attend school. Parents can be fined for the unauthorised absence of their child from school, where the child is of compulsory school age.

The national threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).

A penalty notice is an out of court settlement which is intended to change behaviour without the need for criminal prosecution. If repeated penalty notices are being issued and they are not working to change behaviour they are unlikely to be most appropriate tool. Therefore, from autumn term 2024, only 2 penalty notices can be issued to the same parent in respect of the same child within a 3 year rolling period and any second notice within that period is charged at a higher rate:

- The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.

- A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £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 issue of the first. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include considering prosecution, but may include other tools such as one of the other attendance legal interventions.

6. Strategies for Promoting Attendance

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

Personalised Recognition

- Pupils are acknowledged for **effort and improvement**, not just outcomes (e.g., 100% attendance).
- Staff are trained to understand the **context behind attendance barriers**, and to celebrate personal progress meaningfully and sensitively.
- Language used is **affirming and relationship-focused** (e.g., “We’ve really missed you – it’s great to have you back,” rather than “You’ve missed too many days”).

Collective Celebrations

- Whole-class or group-based attendance awards help build **team identity and connection**.
- Group achievements are framed around **shared effort and support**, rather than competition.

Regular Feedback and Reflection

- Pupils are given opportunities to **reflect on their attendance journey** with trusted adults.
- Success is shared in 1:1 conversations or small groups, depending on what feels emotionally safe for the child.

Inclusive Communication with Families

- Recognition is extended to families through postcards, texts, and face-to-face praise.
- Communication is framed **positively and supportively**, particularly where attendance has been a challenge.
- Family circumstances and cultural differences are respected when choosing recognition methods.

Celebratory Events (Opt-In)

- End-of-term or half-term events (e.g. HERO parties) are offered as **inclusive, optional celebrations**.

7. Attendance Monitoring

We use data to monitor and respond to the following groups:

1. Whole School and Year Group Cohorts

- Weekly and termly reviews of whole-school attendance.
- Year group comparisons to identify patterns or cohorts requiring additional support.
- Data informs pastoral planning, reward systems, and parent communication strategies.

2. Individual Pupils

- Every pupil's attendance is tracked weekly.
- Pupils falling below 95% are flagged for monitoring and early support.
- Pupils below 90% are classified as **Persistently Absent (PA)** and receive a targeted support plan.
- Pupils below 50% are classified as **Severely Absent (SA)** and require a multi-agency response.

3. Demographic Groups

Attendance data is analysed by key demographics to ensure equity and inclusion:

- Gender
- Economic disadvantage (e.g. pupils eligible for Free School Meals)

This helps remove potential systemic or cultural barriers to good attendance and ensures a fair and inclusive response.

4. Priority and Vulnerable Groups

We monitor attendance closely for pupils who may face additional challenges, including:

- **Pupils with SEND** – to ensure appropriate support and reasonable adjustments are in place.
- **Looked After Children (LAC)** and **Previously Looked After Children (PLAC)** – monitored in partnership with the Virtual School.
- **Pupils eligible for FSM** – to identify any impact of disadvantage on attendance.
- **Pupils with an allocated social worker** – any absence is treated as a potential safeguarding concern and followed up immediately.

5. Safeguarding Concerns

- Patterns of prolonged or frequent absence are reviewed weekly by the Attendance Lead and the Designated Safeguarding Lead (DSL).
- Where there are safeguarding risks (e.g. Child Criminal Exploitation, County Lines, neglect), absence data is used to escalate concerns early.
- Absence of **three or more consecutive days without contact** triggers immediate welfare checks or home visits.

6. Pupils at Risk of Persistent or Severe Absence

- Pupils approaching **90% attendance** are identified early and supported through:
 - Regular contact with parents/carers
 - Attendance action plans
 - Early Help assessments (where appropriate)
- Pupils approaching **50% attendance** are prioritised for **intensive intervention**, which may include:
 - Individualised support plans
 - Multi-agency involvement
 - Referral to the Local Authority or escalation to governors

Review and Monitoring

- Attendance data is reviewed **weekly** by the Attendance Lead and shared with **phase leaders and class teachers**.
 - **Termly attendance reports** are presented to the **Senior Leadership Team (SLT)** and **governors**.
 - Data is used to **review the effectiveness of current strategies**, inform staff training, and ensure a **shared, school-wide responsibility** for improving attendance.
-
- We will use DfE data tools to inform intervention, such as attendance bandings and comparison reports to bench mark against similar schools
 - Use PowerBi to analyse current attendance (add to how this is used)

7.1 Monitoring Attendance

The academy will:

- Monitor attendance and absence data trends on a weekly, half-termly, termly and yearly basis in relation to whole cohorts and distinct pupil groups
- Monitor individual pupil attendance, absence and punctuality on a daily and weekly basis
- Identify whether or not there are particular groups of children whose absences may be a cause for concern
- Pupil-level absence data will be collected daily and published at national and local authority level through the DfE's school absence national statistics releases. The underlying academy-level absence data is published alongside the national statistics. The academy will compare attendance data to the national average, and share this with the governing board

7.2 Analysing Attendance

The academy will:

- Analyse attendance and absence data using SIMS/PowerBi regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

7.3 Using Data to Improve Attendance

The academy will:

- Monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families. This should go beyond headline attendance percentages and should look at individual pupils, cohorts and year groups (including their punctuality) across the school to help schools achieve their responsibilities under the Public Sector Equality Duty. When analysing patterns, some schools, especially secondary schools, may wish to look further into patterns of attendance within a session to ensure all pupils are attending all timetabled lessons
- Use this analysis to provide regular attendance reports to class teachers or tutors to facilitate discussions with pupils and to leaders (including any special educational needs coordinators, designated safeguarding leads and pupil premium leads)
- Undertake frequent individual level analysis to identify the pupils who need support and focus staff efforts on developing targeted actions for those cases (see paragraphs 45-47). This should not just focus on persistent and severe absence, but look at all severities of absence to identify pupils who can be supported earlier before patterns become entrenched
- Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends. This should include analysis of pupils and cohorts and identifying patterns in uses of certain codes, days of poor attendance and where appropriate, subjects which have low lesson attendance
- Benchmark their attendance data against local, regional, and national levels to identify areas of focus for improvement
- Devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher than average absence or for pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers
- Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented. The findings should then be used to evaluate approaches or inform future strategies
- Provide data and reports to support the work of the board or governing body
- Academies should decide which cohorts of pupils should be included in their data analysis based on their context and school population. This may include: boys and girls, year groups, pupils with special educational needs or disabilities, pupils with a social worker or who are looked-after by the local authority, pupils eligible for free school meals, and any pupils from backgrounds (including ethnicities, religions or beliefs, or sexual orientations where applicable) in the school community that have, or have historically had, lower attendance than their peers
- Academies may wish to make use of the View Your Education Data tool to compare attendance outcomes of different cohorts of pupils at a local and national level to identify where intervention is most needed

7.4 Reducing Persistent and Severe Absence

Persistent absence is defined as when a pupil's attendance drops to **90% or below**. Severe absence is defined as when a pupil's attendance falls to **50% or below**.

At Windmill L.E.A.D. Academy, we are committed to reducing both persistent and severe absence in line with the Department for Education's guidance "*Working Together to Improve School Attendance*" (2022). We recognise that absence is often a symptom of deeper issues and requires a compassionate, proactive, and joined-up approach.

We work closely with families and partners to remove barriers to regular attendance, using a graduated response built on early identification, targeted support, and, where necessary, escalation.

Use of Attendance Data

- Weekly monitoring of attendance data to identify pupils at risk of **persistent or severe absence**.
- Analysis includes trends across pupil groups (e.g. SEND, FSM, pupils with social workers).
- Patterns are shared with relevant staff to inform pastoral support and intervention.

Early Intervention and Support for Persistent Absence (PA)

When a pupil's attendance falls below 95%, the following stepped interventions are used to prevent persistent absence:

- **Early contact with parents/carers** to explore reasons and identify barriers.
- **Attendance Action Plans** created in collaboration with families.
- **Access to pastoral and wider services** such as ELSA support, SEN review, or Early Help.
- Regular review meetings to monitor progress and adjust support where needed.
- Multi-agency involvement when appropriate, including school nurse, family support, or behaviour specialists.

Targeted Support for Pupils with Persistent Absence (90% or below)

- Dedicated casework from the Attendance Lead and/or Pastoral Team.
- **Personalised support packages** based on the child's context (e.g. anxiety, transport, caring responsibilities).
- **Formalised parental meetings** to review progress and establish expectations.
- Where appropriate, Early Help Assessments initiated.
- Attendance improvement targets agreed and regularly reviewed.

Intensive Intervention for Pupils with Severe Absence (50% or below)

In line with DfE guidance, the academy will:

- **Continue all PA support** with additional frequency and intensity.
- Convene a **multi-agency team** to develop and review a joint action plan.
- **Work closely with the Local Authority** to agree a joint approach for each severely absent pupil.
- **Escalate concerns to statutory social care** where safeguarding risks are present (e.g. neglect, exploitation, unmet medical needs).
- **Use a flexible and trauma-informed approach**, adjusting expectations where complex needs are present (e.g. SEND, bereavement, family breakdown).

Escalation and Legal Intervention

While we prioritise support over punishment, the academy will escalate cases of ongoing non-attendance in line with statutory responsibilities:

- Where there is **no engagement with support**, or where support is refused or unsuccessful, the academy will work with the **Local Authority** to pursue:

- Attendance panels
- Parenting contracts
- Penalty notices
- Prosecution (as a last resort)
- The academy will **clearly communicate** the legal responsibilities of parents and carers and the consequences of failing to improve attendance.

Collaboration with Other Schools and Partners

- Where appropriate, we will work with:
 - **Previous or future schools** (e.g. transitions)
 - **Sibling schools** to coordinate family-level support
 - Local agencies including health, housing, and social care
- We will adopt a **team-around-the-child/family** approach to avoid duplication and ensure a shared strategy.

By embedding these strategies within our whole-school attendance culture, we aim to:

- Reduce persistent and severe absence
- Promote equity and inclusion

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- Reduce persistent and severe absence
- Promote equity and inclusion

8. Policy Review

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum once a year by Melanie Jago, in conjunction with the Head of School/Executive Head. At every review, the policy will be approved by the AGB.

9. Links with Other Policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Equality policy

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

<i>Attending the school</i>		
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
<i>Attending a place other than school</i>		
<i>Code</i>	Definition	Scenario
K	Attending a place other than at school	Attending education provision arranged by the local authority
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 at another school	Pupil is attending a session at another setting where they are also registered
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school and supervised by a member of school staff

W	Work experience	Pupil is on a work experience placement
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Code	Definition	Scenario
<i>Absent - Leave of Absence</i>		
C	Leave of absence for exceptional circumstances	A leave of absence must not be granted unless there are exceptional circumstances
C1	Regulated performance or employment abroad	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad
C2	Part-time	Leave of absence for compulsory school age pupil subject to a part-time timetable
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
J1	Interview	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
M	Medical/dental appointment	Pupil is at a medical or dental appointment
S	Study leave	Leave of absence for the purpose of studying for a public examination

X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Absent – other authorised reasons		
Code	Definition	Scenario
I	Illness (not medical or dental appointment)	The pupil is unable to attend due to illness (both physical and mental health related). Schools should advise parents to notify them on the first day the child is unable to attend due to illness.
E	Excluded	Suspended or permanently excluded and no alternative provision made
T	Pupil is a mobile child	Parent travelling for occupational purposes
R	Religious observance	A day exclusively set apart for religious observance
Absent – unable to attend school due to unavoidable cause		

<i>Code</i>	<i>Definition</i>	Scenario
Q	Unable to attend the school because of a lack of access arrangements	Unable to attend because the local authority has failed to make access arrangements
Y1	Unable to attend due to transport normally provided not being available	The pupil is unable to attend because the school is not within walking distance of their home and the transport to and from the school that is normally provided for the pupil by the school or local authority is not available.
Y2	Unable to attend due to widespread disruption to travel	The pupil is unable to attend the school because of widespread disruption to travel caused by a local, national, or international emergency
Y3	Unable to attend due to part of the school premises being closed	Part of the school premises is unavoidably out of use and the pupil is one of those that the school considers cannot practicably be accommodated in those part of the premises that remain in use
Y4	Unable to attend due to the whole school site being unexpectedly closed	In response to adverse weather
Y5	Unable to attend as pupil is in criminal justice detention	See statutory guidance for correct usage
Y6	Unable to attend in accordance with public health guidance or law	See statutory guidance for correct usage
Y7	Unable to attend because of any other unavoidable cause	See statutory guidance for correct usage
Absent – unauthorised absence		
Code	Definition	Scenario

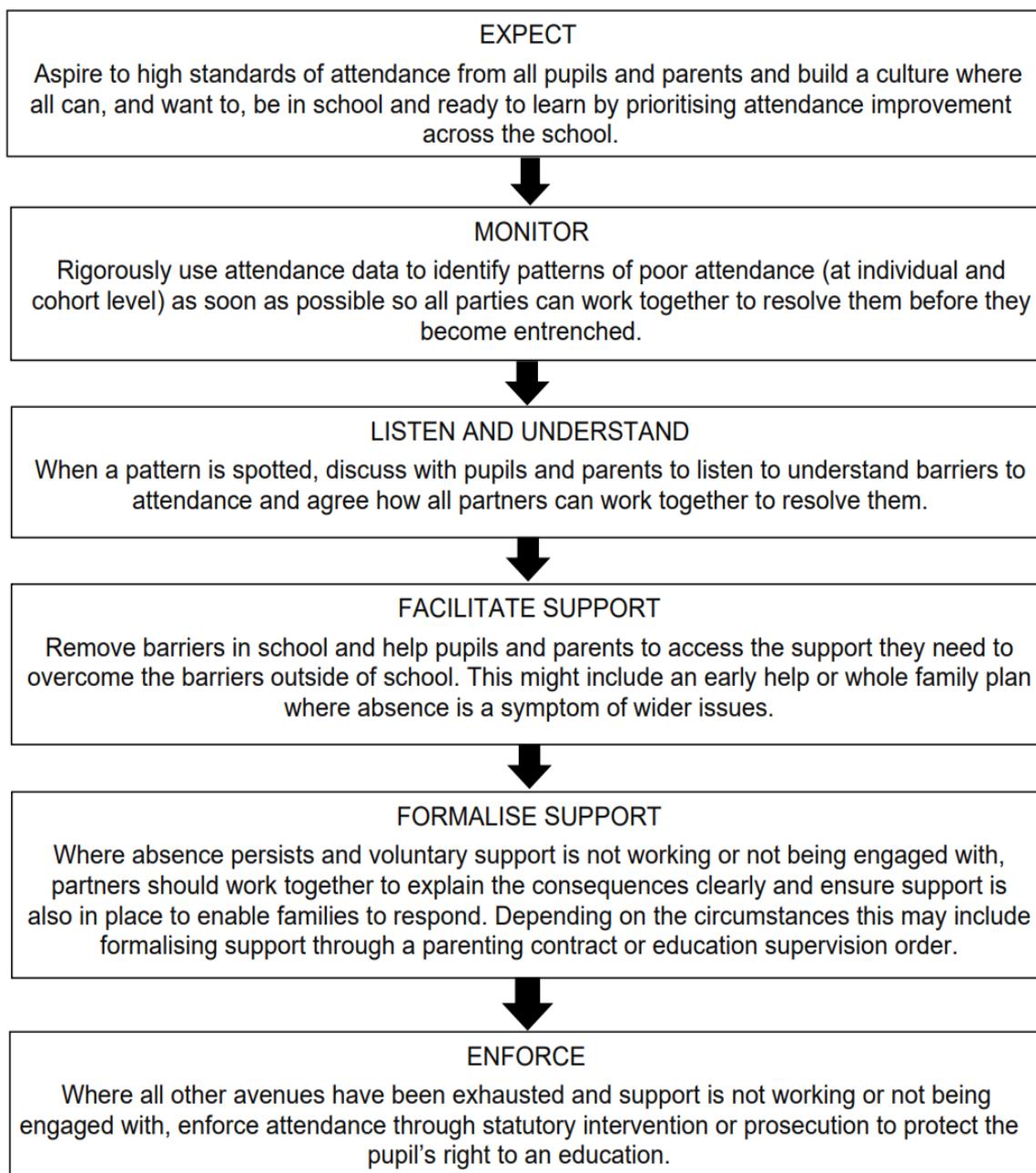
U	Arrived in school after registration closed	Where a pupil has arrived late after the register has closed but before the end of session.
O	Absent in other or unknown circumstances	Where no reason for absence is established or the school is not satisfied that the reason given is one that would be recorded using one of the codes statistically classified as authorised.
G	Holiday not granted by the school	The school has not granted a leave of absence and the pupil is absent for the purpose of a holiday.
N	Reason for absence not yet established	Where absence is recorded as code N in the attendance register, the correct absence code should be entered as soon as the reason is ascertained, but no more than 5 school days after the session. If a reason for absence cannot be established within 5 school days, schools must amend the pupil's record to Code O.

Administrative codes

Code	Definition	Scenario
#	Planned whole school closure	Whole school closures that are known and planned in advance
Z	Prospective pupil not on admission register	To enable schools to set up registers in advance of pupils joining the school to ease administration burdens.

Appendix 2:

Flow chart of promoting good attendance



Appendix 3:



Igniting Minds; Shaping Futures

LEAVE OF ABSENCE REQUEST

To be completed by Parent/Carer

Name of Pupil: _____ Class: _____

Details of Absence

Date of proposed absence - From: _____ To: _____

Total number of days requested: _____

Reason for leave of absence: _____

Please provide any evidence that may be considered: _____

Please provide destination and contact information: _____

We would like to remind you that **it is against government guidelines and school policy to take a leave of absence during term time**. Therefore, we ask that you avoid taking holiday during term time. Any request for leave must be for **exceptional circumstances only** - and agreed by the Headteacher **prior to travel**, in accordance with Windmill L.E.A.D. Academy's Attendance Policy.

If you take unauthorised absence during the school term, a service request will be made to Education Welfare which may result in penalty notice or prosecution.

First offence: Penalty Notice is issued for Term Time leave or irregular attendance. The amount will be: £160 per parent, per child if paid within 28 days, reduced to £80 per parent, per child if paid within 21 days.

Second Offence (within 3 years): The second time a Penalty Notice is issued for Term Time leave or irregular attendance the amount will be: £160 per parent, per child paid within 28 days

Third Offence and Any Further Offences (within 3 years) The third time an offence is committed for Term Time leave or irregular attendance, a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child.

Cases found guilty in Magistrates' Court can show on the parent's future DBS certificate, due to a 'failure to safeguard a child's education'.

Penalty Notices are issued per parent per child.

Please sign to confirm you understand:

Parent/Carer Name: _____ Signature: _____ Date: _____

Important please read over leaf.

Appendix 4 – Roles and responsibilities document (working together to improve attendance 2024)

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of persistent absence.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through a referral to statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Not applicable.</p>	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.</p>

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Know who the pupils who have, or who have had, a social worker are.</p> <p>Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.</p> <p>Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.</p> <p>Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.</p> <p>Through the work of Virtual School Heads, they should:</p> <ul style="list-style-type: none"> • Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. • Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.</p> <p>Proactively engage with the support offered.</p>	<p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance.</p> <p>Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.</p>	<p>Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.</p> <p>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.</p>	<p>Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.</p> <p>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <ul style="list-style-type: none"> • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

