



Plymouth CAST Attendance Policy

St Paul's Roman Catholic Primary School

September 2024-25

Document Control

Changes History

Version	Date	Amended by	Recipients	Purpose
2.0	January	Kevin Butlin Director of Education	All Plymouth CAST staff	Updated Policy reflecting national expectations

Approvals

This policy requires the following approvals:

Board	Chair	CEO	Date Approved	Version	Date for Review
				2.0	

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1. Our Vision

The Catholic Church insists on the highest standards of academic achievement in its schools, so that our young people leave us as ‘agents of change’ – educated and caring people who have the qualifications, knowledge and skills they need to flourish as human beings and make the world a better place.

Inspired by our Teacher, Jesus Christ, and his good news to the poor, we have a commitment especially to those who are disadvantaged. We are determined that a child’s start in life need not determine their future. We are committed to the well-being of the earth, our common home, inspired by the example of Pope Francis: to live wisely, think deeply and love generously.

In all our schools we will develop a culture of high expectation and aspiration, based on our fundamental belief in the dignity of all human beings. We want all our pupils to flourish in safe, happy and enriching environments, taught and supported by adults who are skilled, motivated and committed to our shared vision and values.

We will work together as one Trust, one family of schools, a community inspired by a vision for excellence. We commit ourselves to deepen our mission and raise standards in order to provide an excellent Catholic education for every child in our care.

2. The Importance of School Attendance

Improving attendance is everyone’s business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families.

The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.

Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools’ efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium.

It cannot solely be the preserve of a single member of staff, or organisation, it must be a concerted effort across all teaching and nonteaching staff in school, the trust, Local CAST Board, the local authority, other local partners, and of course pupils’ families.

3. The Law on School Attendance

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%). At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 41. The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%)

For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study)

4. Working Together to Improve Attendance

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to:

EXPECT

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.



MONITOR

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.



LISTEN AND UNDERSTAND

When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them.



FACILITATE SUPPORT

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.



FORMALISE SUPPORT

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through a parenting contract or education supervision order.



ENFORCE

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

5. Expectations of Plymouth CAST Schools

All schools have a continuing responsibility to proactively manage and improve attendance across their school community. Attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as everyone's responsibility in school.

The most effective schools consistently promote the benefits of good attendance at school, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance. They also recognise that attendance cannot be seen in isolation and that the foundation to good attendance is a calm, orderly, safe and supportive environment in which all pupils want to attend and can learn and thrive. To manage and improve attendance effectively, all schools are expected to:

- Develop and maintain a whole school culture that promotes the benefits of high attendance.
- Have a clear school attendance policy which all staff, pupils and parents understand.
- Accurately complete admission and, with the exception of schools where all pupils are boarders, 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 in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

6. Develop and Maintain a Whole-School Culture that Promotes the Benefits of High Attendance

Good attendance is a learned behaviour, and the most effective schools recognise the importance of developing good patterns of attendance from the outset.

Schools that have good attendance recognise that it is not a discrete piece of work but rather it is an integral part of the school's ethos and culture.

In building a culture of good school attendance, all Plymouth CAST schools are expected to:

- Recognise the importance of good attendance and, alongside good behaviour, make it a central part of the school's vision, values, ethos, and day to day life.
- Recognise the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with

medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students (including use of pupil premium).

- Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school. Responsibilities should include offering a clear vision for attendance improvement, evaluating and monitoring expectations and processes, oversight of data analysis, and communicating messages to pupils and parents.
- Make sure all teaching and non-teaching staff know the importance of good attendance, are consistent in their communication with pupils and parents, and receive the training and professional development they need.
- Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. Where possible this should include attendance or pastoral support staff (either school based or contracted) who can work with families, conduct home visits and work in partnership with school leaders, the local authority's School Attendance Support Team and other partners.
- Set high expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents through all available channels. In doing so, schools should help parents to understand what is expected of them and why attendance is important to their child's attainment, wellbeing, and wider development. It should also include clarity on the short and long term consequences of poor attendance.
- Visibly demonstrate the benefits of good attendance throughout school life. This may include in displays, assemblies or in registration periods. Where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class/form and individual level.
- Recognise that attendance is never 'solved' and is a continuous process by regularly reviewing and updating messages, processes, and strategies.
- Recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

7. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- 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 school

We will also promote and support punctuality in attending lessons.

8. Legislation and guidance

This policy meets the requirements of the working together to improve school attendance from the Department for Education (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 Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013

It also refers to:

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

9. Roles and responsibilities

9.1 The Board of Directors

The Trust Board of Directors is responsible for:

- Promoting the importance of pupil attendance across trust policies, practice and ethos
- Ensuring that a member of the Senior Executive Leadership Team has responsibility for attendance
- Ensuring that the Senior Executive Leadership Team and school leaders have the necessary resources to prioritise pupil attendance
- Ensuring that the Senior Executive Leadership Team prioritises attendance, and works with school leaders to improve pupil attendance
- Ensuring that the Senior Executive Leadership Team expects and enables school leaders to fulfil expectations and statutory duties.
- Regularly reviewing and challenging trust attendance data
- Monitoring the impact of trust-wide attendance initiatives
- Holding the Senior Executive Leadership Team to account for the implementation of this policy

9.2 Senior Executive Leadership Team

The Senior Executive Leadership Team is responsible for:

- Promoting the importance of pupil attendance across trust policies, practice and culture
- Ensuring that school leaders have the necessary resources to prioritise pupil attendance
- Prioritising attendance, and working with school leaders to improve pupil attendance
- Supporting and challenging school leaders to fulfil expectations and statutory duties, including working with their local authority attendance teams.
- Regularly reviewing and challenging trust attendance data
- Monitoring the impact of trust-wide attendance initiatives
- Holding headteachers to account for the implementation of this policy
- Reporting on trust attendance to the Board of Directors
- Reporting on trust attendance to the DfE Regional Director and other agencies as required

9.3 Local CAST Board

The Local CAST Board is responsible for:

- Promoting the importance of school attendance across the school's policies and culture

- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy

9.4 The Headteacher

The Headteacher is responsible for:

- Promoting the importance of pupil attendance across school policies, practice and culture
- Implementation of this policy at the school
- Ensuring that the school effectively maintains and supports all required information management systems
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Ensuring that the school works effectively with the local authority attendance team and other agencies to improve pupil attendance
- Issuing fixed-penalty notices, where necessary
- Regularly reporting on pupil attendance to the Local CAST Board and trust officers

9.5 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Working with the Local Authority Attendance Officer/Attendance Team/Attendance Hub to improve the attendance of identified children
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Building relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

9.6 The Attendance Officer

The school Attendance Officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher (authorised by the headteacher) when to issue fixed-penalty notices

9.7 The Special Educational Needs Coordinator (SENCo)

The SENCo is responsible for:

- Championing the attendance of children with SEND
- Working with the Designated Senior Leader for Attendance to support the attendance of children with SEND.
- Monitoring and analysing attendance data for children with SENCo (see section 7)
- Working with relevant school staff to support the attendance of children with SEND
- Working with children SEND to identify and address barriers to school attendance
- Working with the parents of children with SEND to identify and address barriers to school attendance
- Working with outside and specialist agencies to identify and address barriers to school attendance

9.8 The Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Championing the attendance of vulnerable children including those on Early Help, Child in Need and Child Protection Plans
- Working with the Designated Senior Leader for Attendance to support the attendance of vulnerable children
- Monitoring and analysing attendance data for vulnerable children (see section 7)
- Working with relevant school staff to support the attendance of vulnerable children
- Working with vulnerable to identify and address barriers to school attendance for children with SEND
- Working with the parents of vulnerable children to identify and address barriers to school attendance
- Working with the local authority, outside and specialist agencies to identify and address barriers to school attendance for vulnerable children

9.9 The Designated Teacher for Looked After Children

The Designated Teacher for Looked After Children is responsible for:

- Championing the attendance of children in Local Authority Care

- Working with the Designated Senior Leader for Attendance to support the attendance of children in Local Authority Care
- Working with the Headteacher of the Virtual School to support the attendance of children in Local Authority Care
- Monitoring and analysing attendance data for children in Local Authority Care (see section 7)
- Working with relevant school staff to support the attendance of children in Local Authority Care
- Working with children in Local Authority Care to identify and address barriers to school attendance
- Working with the parents/guardians of children in Local Authority Care to identify and address barriers to school attendance
- Working with outside and specialist agencies to identify and address barriers to school attendance

9.10 The Designated Teacher for Disadvantaged Children

The Designated Teacher for Disadvantaged Children is responsible for:

- Championing the attendance of disadvantaged children
- Working with the Designated Senior Leader for Attendance to support the attendance of disadvantaged children
- Monitoring and analysing attendance data for disadvantaged children (see section 7)
- Working with relevant school staff to support the attendance of disadvantaged children
- Working with children in local authority to identify and address barriers to school attendance
- Working with the parents of disadvantaged children to identify and address barriers to school attendance
- Working with outside and specialist agencies to identify and address barriers to school attendance

9.11 Class teachers

Class teachers are responsible for:

- Promoting the importance of high levels of pupil attendance
- Championing the attendance of children in their class(es)
- Implementing school attendance policy, including policy for managing lesson transitions and arrivals
- Recording attendance on a daily basis, using the correct codes, and submitting this information to the school office by 9.05am
- Knowing the attendance of pupils within their teaching/tutor groups
- Knowing the attendance of pupils within their sphere of leadership i.e. SEND, PP, LAC etc
- Working with pupils, parents, other school staff and outside agencies to support high levels of attendance.

9.12 School Administrative Staff

School administrators will:

- Promote the importance of high levels of pupil attendance
- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Where no contact has been made with the school the school will contact parents by text, email, telephone or letter to try and establish the reason for a child's absence. When we establish the reason for the absence, we will mark it as authorised or unauthorised depending on the reason for the absence. If we are unable to establish the reason for absence within 3 school days, we will mark the absence as unauthorised, using the O code. If we are concerned about a pupil's absence and are unable to contact the parent/s, we may contact the pupil's emergency contacts and/or other professionals or contacts of the family who we reasonably expect may be able to advise us of the pupil's whereabouts. **Where we have been unable to establish the child's whereabouts we will conduct a home visit.**
- Transfer calls from parents/carers to the Headteacher, Mrs Hensman to provide them with more detailed support on attendance

9.13 Parents/carers

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence disrupts teaching routines so may affect the learning of others in the same class. Ensuring your child's regular attendance at school is your legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution. Failing to attend this school on a regular basis will be considered as a safeguarding matter.

Parents/carers are expected to:

- provide up to date contact numbers and any changes of address.
- provide details of at least **three contacts** for emergency use.
- Promote the importance of high levels of school attendance
- Make sure their child attends every day on time
- Call the school to report their child's absence before 9.00am on the day of the absence and each subsequent day of absence), and advise when they are expected to return. The reporting of absence due to illness remains the responsibility of the parent. Absences due to illness which have not been reported to the school by the parent on the first day of absence may not be authorised.
- If a child is absent for more than one day, the parent should contact the school each day to provide an update on the child's condition, unless otherwise agreed by the school.
- Ensure that, where possible, appointments for their child are made outside of the school day
- Work with the school to identify and remove barriers to good levels of attendance for their child
- Keep the School well informed, in cases of lengthy absence. Parents/carers will be encouraged to keep absences to a minimum. A note or explanation from a child's home does not mean an absence becomes authorised. The decision whether or not to authorise an absence will always rest with the School.
- Provide medical evidence indicating attendance at the dentist, doctor or optician before the arranged appointment unless an emergency situation has arisen. Whenever possible all appointments should be made outside of school hours
- Ensure that their child arrives at school on time each day. Let the School know if their child is going to be late, e.g. if a car breaks down; if an urgent appointment has been made.

□ Understand the importance of good attendance and punctuality and promote this with their child, aiming for 100% attendance each year.

9.14 Pupils

Pupils are expected to:

- Attend school every day on time
- arrive in school on time ready to learn.
- go straight to their classrooms when they arrive, not delaying in cloakrooms.

10. Recording attendance

10.1 Attendance register

We will keep an attendance register and place all pupils onto 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 whether every pupil is:

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

Any amendment to the attendance register will include:

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

See appendix 1 for the DfE attendance codes.

We will also record:

- 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 3 years after the date on which the entry was made.

Pupils must arrive in school by 8.45am on each school day.

The register for the first session will be taken at 8.45am.

The register for the second session will be taken after lunchtime break.

10.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by or as soon as practically possible by calling the school dedicated absence line.

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

Where the absence is longer than 5 days or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

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

10.3 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.

Parents/carers must provide evidence of any medical or dental appointments taken during the school day.

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

If a pupil must attend a medical appointment during the school day, they must be collected from the school office by the parent or another authorised adult, and signed out in the 'signing out' book. No pupil will be allowed to leave the school site without parental confirmation.

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

10.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code
- The school will identify children with patterns of lateness and see what action can support them.

10.5 Following up unexplained absence

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

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may contact social care or the police.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- 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 school will consider involving an education welfare officer

10.6 Reporting to parents/carers

The school will regularly inform parents/carers about their child's attendance and absence levels should it fall below 90% or be at risk of doing so. The school will also report to parents at the end of the school year as part of the Annual Report.

11. Authorised and unauthorised absence

11.1 Approval for term-time absence

The headteacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as something considered exceptional.

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

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

Although such absence may be unauthorised, it is better that we know your child is safe, rather than missing.

Valid reasons for **authorised absence** include:

- Illness (including mental illness) and medical/dental appointments (see sections 10.2 and 10.3 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/carers belong. If necessary, the school will seek advice from the parents'/carers' religious body to confirm whether the day is set apart
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

11.2 Legal sanctions

The school or local authority can fine parents/carers for the unauthorised absence of their child from school, where the child is of compulsory school age.

Unauthorised absence is where a school is not satisfied with the reasons given for the absence.

Absence will be unauthorised if a pupil is absent from school without the permission of the school. Whilst parents can provide explanations for absences, it is the school's decision whether to authorise the absence or not.

Unauthorised absence includes:

Absences which have never been properly explained

Pupils who arrive at school too late to get a mark

Shopping

Birthdays

Waiting at home for a washing machine to be mended, or a parcel to be delivered

Day trips

Long weekends and holidays in term time (unless very exceptional circumstances are agreed in writing, in advance by the school)

In the case of term time leave - if a pupil is kept away from school longer than was agreed, the additional absence is unauthorised

Unauthorised absences may result in legal sanctions, usually **Penalty Notices or Prosecutions**.

If issued with a fine, or penalty notice, each parent/carers must pay £80 within 21 days or £150 within 28 days. The payment must be made directly to the local authority.

Penalty notices can be issued by a headteacher, local authority officer or the police.

The decision on whether to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

Local Arrangements (Plymouth City Council)

- Parents have a legal responsibility to ensure that their child attends school on a regular basis. It is a criminal offence under Section 444 of the Education Act 1996 to fail to secure regular attendance of a registered pupil at the school. This applies to both resident and non-resident parents who may both be subject to legal sanctions if their child fails to attend school regularly. It also applies to others who may not be the parent but may have day to day care of the child.
- Unauthorised absence from school can result in a number of different outcomes for parents and children. Each case is considered individually.
- Under section 444 of the Education Act 1996, if a child of compulsory school age, who is a registered pupil at a school, fails to attend regularly at the school his/her parent(s) are guilty of an offence. Parents with more than one school aged child need to be aware that each child's irregular attendance is dealt with as a separate matter.
- The school will refer cases of unauthorised absence that meet the threshold for a Penalty Notice to the Local Authority for legal action unless there are reasonable grounds for not doing so. The outcome of a referral to the Local Authority may be a Penalty Notice or Prosecution. (see appendix)
- Penalty Notices are intended as a sanction for low level offences and a tool to support improved school attendance for example in circumstances associated with an unauthorised holiday taken during term time. They are an alternative to prosecution and may not be issued if prosecution is considered to be a more appropriate response to a pupil's irregular attendance.
- A pupil's unauthorised absence from school could result in one of the following:
 - **A Penalty Notice. The penalty is £80 payable within 21 days, rising to £160 if paid between 22 and 28 days. (Failure to pay will result in prosecution.)**
 - Prosecution.
 - Prosecution could lead to fines up to £2500 and /or 3 months imprisonment. (See DfE's statutory guidance on School attendance parental responsibility measures for more information and Plymouth City Council's Penalty Notice Code of Conduct, available here: <https://www.plymouth.gov.uk/sites/default/files/Final%20Code%20of%20conduct.pdf> (or ask the school for printed copies.)
- **Penalty Notices and prosecution proceedings are issued to each parent with responsibility for the child and are issued for each child with irregular attendance.** For example, in the case of Penalty Notices, if two siblings had irregular school attendance, and there were two parents with responsibility for the children, four Penalty Notices would be issued. Penalty Notices cannot be paid in instalments.
- In addition to Penalty Notices, there is a range of other legal interventions open to schools
- Schools, trusts and local authorities are expected to work together and make use of the full range of legal interventions rather than relying solely on fixed penalty notices or prosecution. It is for individual schools and local authorities to decide whether to use them in an individual case after considering the individual circumstances of a family. These are: • Parenting contracts • Education Supervision Orders • Attendance Prosecution • Parenting orders • Fixed penalty notices

12. Strategies for promoting attendance

Our target for 2024-2025 is 96%.

St Paul's Roman Catholic Primary School will

- provide and promote a welcoming and positive atmosphere so that children feel safe and know that their presence is valued.
- raise awareness of the importance of full attendance and punctuality, using newsletters and other communications to parents; making attendance a high priority.
- deploy a key member of staff with responsibility for monitoring, improving and evaluating school attendance. **At St Paul's Roman Catholic School, this role is fulfilled by Nicola Clark (Administrator).** The **Senior Leader responsible for the strategic approach to attendance to school is Jo Hensman, Headteacher.**
- encourage parents to fully support the policy as a vital contribution towards their child's education. All new parents are introduced to the Policy and information on attendance in the School's Admission Pack. It is also accessible on the School website.
- encourage the children to have a positive attitude towards attendance and punctuality so that they can retain this into adult life.
- send home termly attendance certificates showing the record of attendance for each child
- ensure the school is a clean, safe environment where spreading of infectious illnesses is minimised. This will include asking parents to keep children away from school if they could be the cause of infections spreading.
- celebrate good attendance by recognising Top Class Attendance in the weekly newsletter and awarding the Attendance Mascot to the winning class and through the 99 club where each child with a percentage attendance of 99% or more is rewarded with an ice-cream or similar treat at the end of the term. Children with improved attendance also receive awards.
- share good practice with other schools.
- have clear processes and procedures in place to 'keep children in mind' during extended absences (5 days+). This will include Class Dojo messages from the class teacher with messages from the class and updates on activities/learning. Teachers will also provide online learning/learning packs (if requested) when children have a planned absence of longer than 5 days.
- have procedures in place to help children settle back to school after a long absence. It is important that on return from an unavoidable absence all pupils are made to feel welcome. Learning buddies will support a child on their return to school, taking them through their recent learning during early morning work.
- ensuring that the pupil is helped to catch up on missed work and brought up to date with any information that has been passed to the other pupils
- liaise with the LA and other relevant agencies promptly for those children whose health needs do not allow them to attend school (See Supporting Children with Medical Conditions policy for further details.)

13. Lateness

- Children are admitted from 8.35am onwards as we implement a 'soft start' to the day. This enables children to arrive in good time, settle to their morning work, revisit learning from the previous day with which they may have struggled and enables teaching staff to do pre-teaching/intervention with children so that they are ready to move forward with the day's learning.
- The school day officially starts at 8:45am and we expect your child to be in school at that time. The gate is open from 8.35 to 8.45am. If your child arrives after 8.45am but before registers close at 9.10am, they will be marked 'Late' (L). The school day ends at 3.15pm. In accordance with the regulations, if your child arrives after that time they will receive a mark that shows them to be on site (U), but this will not count as a present mark and it will mean they have an unauthorised absence. This may mean that you could face the possibility of a Penalty Notice if the problem persists.
- When a child's attendance reaches the threshold for concern with 1 or 2 Lates (before registers close) per week within a 6-week period, a warning letter is sent to alert the parent to the dip in attendance and to invite them to a meeting to explore how best the school can support.

- If your child has a persistent late record (more than 8 in a 6-week period) you will be sent a letter and may be asked to meet with the Headteacher to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time. This may also be referred to the Education Welfare Officer.

14. Attendance monitoring

The school reports absence and persistent absence on the headteacher's report to governors. This is broken down to show absence levels for pupil premium children and children in on the SEN register.

The headteacher monitors attendance rigorously, identifying pupils who are below 90% and those at risk of falling below this threshold. The school will communicate with parents as soon as the pupil is at risk of persistent absence and the headteacher will invite parents to meet with her to work together to resolve barriers and improve the child's attendance.

14.1 Monitoring attendance

The school will

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- 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 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 compare attendance data to the national average, and share this with the governing board.

14.2 Analysing attendance

The school will

- Analyse attendance and absence data 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

14.3 Using data to improve attendance

St Paul's Catholic School will

- Provide regular attendance reports to teachers, and other school leaders, to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

14.4 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.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- send 'Low Attendance Letters' to parents of children whose attendance is dipping below 95% without reasons known to the school.

- Hold regular meetings with the parents/carers of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school. In some instances EHATs or TAFs may be appropriate to ensure the appropriate support is in place for pupils and families.
- Complete, monitor, review and revise attendance action plans for all children who are *Persistently Absent* or at risk of becoming *Persistently Absent*
- Provide access to wider support services to remove the barriers to attendance
- Invite parents to discuss how the attendance can be improved

15. Monitoring arrangements

This policy will be reviewed as guidance from the trust, local authority or DfE is updated. At every review, the policy will be approved by the full governing board.

16. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- SEND policy
- Managing Children's Medical Conditions in School Policy

Appendix 1

Attendance Action Plan 2024/25 - PUPILS AT RISK OF PERSISTENT ABSENCE

<i>School Name</i>	<i>Attendance Lead</i>	<i>School Improvement Officer</i>

To be completed for all pupils with attendance at risk of becoming under 90% and shared with SIO

PUPIL	YR GROUP	SEN/PP	ATTENDANCE AUTUMN 1	ATTENDANCE AUTUMN 2	ATTENDANCE SPRING 1	ATTENDANCE SPRING 2	ATTENDANCE SUMMER 1	ATTENDANCE SUMMER 2
A	3	N/A	92.2%	91.8%				

IDENTIFIED RISK FACTORS

SEMH issues identified
 Safeguarding concerns
 Reduction of academic attainment/progress
 Weak preparation for next stage in education and/or life choices

ATTENDANCE CONTEXT

How long has attendance been an issue? Any notable changes? Any notable patterns? Any known risks to future attendance?

The pupil is often absent on:

- Days straddling a weekend

- Days when staying with particular parent/carer
- Homework/coursework due
- Exam/test days
- Particular timetabled lessons eg: PE
- Days where there are school events
- Any other pupil/family/health specific context

BEHAVIOUR CONTEXT

Highlight where appropriate

- SEMH issues
- Current/previous victim of bullying
- Current/previous perpetrator of bullying
- Safeguarding concerns
- Anxiety over friendships
- Previous school refuser
- Anxiety over academic ability

BARRIERS TO LEARNING

Additional barrier which may be contributing

- SEND
- EHCP
- Speech and language
- Engagement in learning due to anxiety in general or specifically
- Relationships with adults working within school
- Anxiety over transition times/changes of adults
- Site accessibility

Milestone one should begin at any point in the school year when attendance was highlighted as an issue eg; where attendance is at risk of falling below 90% in Spring term 2, milestone one will be summer 1

MILESTONE ONE	MILESTONE TWO	MILESTONE THREE	MILESTONE FOUR	MILESTONE FIVE	MILESTONE SIX
<p>Data is used effectively to identify and track pupil.</p> <p>Staff member checks in with pupil regularly</p>	<p>Pupil speaks to trusted adult at least once a week.</p> <p>Class/form teacher has identified patterns of poor attendance and discussed ways to mitigate with parents and leaders</p>	<p>Pupil is regularly attending SEMH intervention and is beginning to talk openly about feeling</p> <p>Parents engage with school and other agencies appropriately. Meetings are attended</p>	<p>Attendance has improved and is above 92%</p> <p>Pupil shows more confidence in approaching a range of adults for support</p>	<p>Pupil attends netball club during lunchtimes</p> <p>Parents speak positively about school and their commitment to support attendance</p>	<p>Attendance has increased with pupil no longer at risk and pupil speaks positively about school</p>

WHO?	WHAT'S GOOD ABOUT SCHOOL?	WHAT'S DIFFICULT?	WHAT WOULD HELP?
Pupil	<ul style="list-style-type: none"> I want to see my friends I want to get good marks on my GCSEs and go to university I feel like all my friends are getting on with their lives, and I'm missing out 	<ul style="list-style-type: none"> I feel anxious in large groups I feel overwhelmed when teachers put me on the spot to answer questions 	<ul style="list-style-type: none"> Teacher not asking questions in front of the whole class Have a safe space to go during breaktimes

		<ul style="list-style-type: none"> • I was bullied in the past, so now I feel unsafe in the playground • I used to enjoy playing netball, but I don't any more • I love being at home, I learn best there because I'm less anxious • I miss my dad 	
Parents/carers	<ul style="list-style-type: none"> • They miss their friends and feel like they're missing out • They say that they enjoy art class and like their art teacher • They have good days, when they're determined to go in • They want to get good GCSEs 	<ul style="list-style-type: none"> • Every morning it's a battle to get them up, dressed and ready for school • They're not interested in their clubs and hobbies any more • My husband and I recently separated, so things have been tough at home • Sometimes I don't have the energy to put up a fight with them in the morning and force them to go in, so I let them stay home while I work from home 	<ul style="list-style-type: none"> • Support with engaging husband in discussions
Trusted adult	<ul style="list-style-type: none"> • They work very hard and push themselves get good marks 	<ul style="list-style-type: none"> • Sometimes they're too hard on themselves, and put too much pressure on themselves to be perfect 	<ul style="list-style-type: none"> • Opportunities for pre-teach activities to support and close gaps.

		<ul style="list-style-type: none"> • They seem to be more on the periphery of their social group than they used to be • They seem disengaged from lessons, especially when they've missed out a key concept when they've been off absent • They rarely approach teachers to discuss what they don't understand, and prefer to figure things out alone 	
Form/class teacher			
SENCO			
DSL			
Mental health lead			
[Insert other stakeholders as appropriate]			

OBJECTIVE	ACTION	WHO?	INTENDED IMPACT	MONITORING/REVIEW/ACTUAL IMPACT
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Parental engagement with school improves	Parents to meet with attendance lead monthly Parents proactively engage in support from school and LA AST		Parents are able to openly discuss difficulties surrounding attendance and support school in addressing these	<i>Mum has attended all meetings, however, dad is not engaging with school. This means that attendance is better when pupil is staying with mum but dips when dad has custody. Consider moving towards TAC to support with this</i>
Increase pupil confidence within lessons/breaktimes	Identified adult to check in with pupil during and at the end of each lesson Pupil to engage with relevant interventions eg: ELSA	All teaching staff	Pupil becomes more confident and begins to work confidently within small group situations, asking questions when needed	
Support parents and pupils in identifying and addressing external barriers	School leaders to identify and contact outside agencies. Parents and pupils engage effectively with identified agencies		External barriers are eradicated or impact diminished	
Regular review of attendance data to identify and mitigate against further risk	Teachers monitor attendance in school/lessons and record patterns	All teaching staff	Patterns are identified and school staff show evidence of effective mitigation	

Identify potential future barriers for poor attendance moving forward leading to severe absence	Work with pupil/parent/staff/ outside agencies to identify and take action to mitigate against these		Barriers to attendance are identified and tracked. Action plan reflects potential new issues	
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Appendix 2

Attendance Action Plan 2024/25 - PERSISTENTLY ABSENCE PUPIL

School Name	Attendance Lead	School Improvement Officer

To be completed for all pupils with attendance under 90% and shared with SIO

PUPIL	YR GROUP	SEN/PP	ATTENDANCE AUTUMN 1	ATTENDANCE AUTUMN 2	ATTENDANCE SPRING 1	ATTENDANCE SPRING 2	ATTENDANCE SUMMER 1	ATTENDANCE SUMMER 2
A	3	SEN/PP	88.4%	89.2%				

IDENTIFIED RISK FACTORS

SEMH issues identified
 Safeguarding concerns
 Reduction of academic attainment/progress
 Weak preparation for next stage in education and/or life choices

ATTENDANCE CONTEXT

How long has attendance been an issue? Any notable changes? Any notable patterns? Any known risks to future attendance?

The pupil is often absent on:

- Days straddling a weekend

- Days when staying with particular parent/carer
- Homework/coursework due
- Exam/test days
- Particular timetabled lessons eg: PE
- Days where there are school events
- Any other pupil/family/health specific context (give detail)

BEHAVIOUR CONTEXT

Highlight where appropriate

- SEMH issues
- Current/previous victim of bullying
- Current/previous perpetrator of bullying
- Safeguarding concerns
- Anxiety over friendships
- Previous school refuser
- Anxiety over academic ability

BARRIERS TO LEARNING

Additional barrier which may be contributing

- SEND
- EHCP
- Speech and language
- Engagement in learning due to anxiety in general or specifically
- Relationships with adults working within school
- Anxiety over transition times/changes of adults
- Site accessibility

Milestone one should begin at any point in the school year when attendance is highlighted as an issue eg; where attendance falls below 90% in Spring term 2, milestone one will be summer 1

MILESTONE ONE	MILESTONE TWO	MILESTONE THREE	MILESTONE FOUR	MILESTONE FIVE	MILESTONE SIX
<p>Pupil and family attend monthly meeting with attendance lead to discuss attendance.</p> <p>Adaptive teaching strategies allow pupil to interact effectively within a classroom situation. Staff member checks in with pupil 1:1 throughout each lesson.</p>	<p>Pupil speaks to trusted adult at least once a week.</p> <p>Parents support school in completing remote learning where necessary so pupil can access all learning</p> <p>Termly meeting with LA attendance officer is taking place</p>	<p>Pupil is regularly attending SEMH intervention and is beginning to talk openly about feeling</p>	<p>Attendance has improved. A full school week has been completed at least four times this term</p> <p>Pupil shows more confidence in approaching a range of adults for support</p> <p>Termly meeting with LA attendance officer is taking place</p>	<p>Pupil attends netball club during lunchtimes</p> <p>A full school week has been completed at least four times this half term</p>	<p>Attendance has increased to be at least 96% and pupil speaks positively about school</p> <p>A full school week has been completed at least nine times this term</p> <p>Termly meeting with LA attendance officer is taking place</p>

WHO?	WHAT'S GOOD ABOUT SCHOOL?	WHAT'S DIFFICULT?	WHAT WOULD HELP?
Pupil	<ul style="list-style-type: none"> I want to see my friends 	<ul style="list-style-type: none"> I feel anxious in large groups 	<ul style="list-style-type: none"> Teacher not asking questions in front of the whole class Have a safe space to

	<ul style="list-style-type: none"> • I want to get good marks on my GCSEs and go to university • I feel like all my friends are getting on with their lives, and I'm missing out 	<ul style="list-style-type: none"> • I feel overwhelmed when teachers put me on the spot to answer questions • I was bullied in the past, so now I feel unsafe in the playground • I used to enjoy playing netball, but I don't any more • I love being at home, I learn best there because I'm less anxious • I miss my dad 	<ul style="list-style-type: none"> • go during breaktimes
Parents/carers	<ul style="list-style-type: none"> • They miss their friends and feel like they're missing out • They say that they enjoy art class and like their art teacher • They have good days, when they're determined to go in • They want to get good GCSEs 	<ul style="list-style-type: none"> • Every morning it's a battle to get them up, dressed and ready for school • They're not interested in their clubs and hobbies any more • My husband and I recently separated, so things have been tough at home • Sometimes I don't have the energy to put up a fight with them in the morning and force them to go in, so I let them stay home while I work from home 	<ul style="list-style-type: none"> • Support with engaging husband in discussions
Trusted adult	<ul style="list-style-type: none"> • They work very hard and push themselves get good marks 	<ul style="list-style-type: none"> • Sometimes they're too hard on themselves, and put too 	<ul style="list-style-type: none"> • Opportunities for pre-teach activities to support and close gaps.

		<p>much pressure on themselves to be perfect</p> <ul style="list-style-type: none"> • They seem to be more on the periphery of their social group than they used to be • They seem disengaged from lessons, especially when they've missed out a key concept when they've been off absent • They rarely approach teachers to discuss what they don't understand, and prefer to figure things out alone 	
Form/class teacher			
SENCO			
DSL			
Mental health lead			
[Insert other stakeholders as appropriate]			

OBJECTIVE	ACTION	WHO?	INTENDED IMPACT	MONITORING/REVIEW/ACTUAL IMPACT
Parents work with school and Local Authority Attendance Support Team (LA AST) to identify barriers to attendance	Parents, pupil and school leaders develop action plan Where appropriate, parents sign an attendance contract/engage with early help plan		Parents are able to openly discuss difficulties surrounding attendance and support school in addressing these	<i>Mum has attended all meetings, however, dad is not engaging with school. This means that attendance is better when pupil is staying with mum but dips when dad has custody. Consider moving towards TAC/TAF to support with this</i>
Increase pupil confidence within lessons	Identified adult to check in with pupil during and at the end of each lesson	All teaching staff	Pupil becomes more confident and begins to work confidently within small group situations, asking questions when needed	
Where support is not working, being engaged with or appropriate, work with LA AST to enforce attendance	Fines are considered where appropriate		Parents are aware of their statutory responsibility and engage well with the school and other agencies to improve attendance	
Regular review of attendance data to identify and mitigate against further risk	Teachers monitor attendance in school/lessons and record patterns Parents to meet with attendance lead monthly	All teaching staff Attendance lead	Patterns are identified and school staff show evidence of effective mitigation	

Raise with School Attendance Support Team within the local authority at termly meeting	Work with LA AST to identify and work with local schools with effective practice in managing poor attendance		LA School Attendance Support Team are aware of specific pupils causing concern and direct school towards appropriate support	
Identify potential future barriers for poor attendance moving forward leading to severe absence	Work with pupil/parent/staff/ outside agencies to identify and take action to mitigate against these		Barriers to attendance are identified and tracked. Action plan reflects potential new issues	

Appendix 3

Attendance Action Plan 2024/25 - Term Time Holidays

School Name	Attendance Lead	School Improvement Officer

Action plan to be completed to show all pupils with attendance under 90% caused by term time holidays only - this should be added to through the year and pupils should be moved onto a action plan if attendance appears to be an issue outside of term time holidays

PUPIL	YR GROUP	SEN/PP	Days lost due to holidays/number of holidays	ATTENDANCE AUTUMN 1	ATTENDANCE AUTUMN 2	ATTENDANCE SPRING 1	ATTENDANCE SPRING 2	ATTENDANCE SUMMER 1	ATTENDANCE SUMMER 2
A	3	SEN/PP		88.4%	89.2%				
B									
C									

WHOLE SCHOOL ATTENDANCE	WHOLE SCHOOL ATTENDANCE WITH TERM TIME HOLIDAYS EXTRAPOLATED
ATTENDANCE CONTEXT	

- Term time holidays are taken at least once every academic year leading to a loss in learning

OBJECTIVE	ACTION	WHO?	INTENDED IMPACT	MONITORING/REVIEW/ACTUAL IMPACT
All stakeholders are aware of expectations	All parents are made aware that term time holidays will be unauthorised and the potential implications			
All term time absences are appropriately challenged	Parents requesting term time holidays receive written confirmation that this is not agreed			
Parents are fully aware of pupil attendance and regularly reminded	All parents made aware of attendance levels at least termly			
Parents are fully aware impact of lack of attendance and regularly reminded	Parents are made aware of the impact of absence on attainment and progress			

All stakeholders are aware of whole school attendance	Newsletters show attendance levels and expectations are clear			
Raise with School Attendance Support Team within the local authority at termly meeting	Work with LA AST to identify and work with local schools with effective practice in managing term time holidays			
Identify potential barriers for poor attendance moving forward	Work with pupil/parent/staff/ outside agencies to identify and take action to mitigate against these			
Where support is not working, being engaged with or appropriate, work with LA AST to enforce attendance	Fines are considered where appropriate			

Appendix 4: 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
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
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
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance

S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

Every day counts... but what does that mean?

Attendance percentages can be misleading. This is what they mean in terms of the number of school days missed, and the impact that can have:

100% attendance	0 days missed	Excellent: Gives your child the best chance of success
95% attendance	9 days of absence	Satisfactory
90% attendance	19 days (3 weeks and 4 days) of absence	Poor: Less chance of success and makes it harder to progress
85% attendance	28 days (5 weeks and 3 days) of absence)	Very concerning: This has serious implications on learning and progress
80% attendance	38 days (7 weeks and 3 days) of absence	Extremely concerning: Half a term missed
75% attendance	47 days (9 weeks and 2 days) absence	Extremely concerning: Almost one whole school term missed

If your child has 90 per cent attendance then that means they have the equivalent of:

- Half a day off per week
- 19 days off per year
- 247 days off over their school career of 13 academic years, equivalent to over one year of lost education

Is my child too ill for school?

[Is my child too ill for school? - NHS \(www.nhs.uk\)](http://www.nhs.uk)

Plymouth City Council Penalty Notice Code of Conduct

[Penalty Notice Code of Conduct | PLYMOUTH.GOV.UK](http://PLYMOUTH.GOV.UK)

Inclusion, Attendance and Welfare Service (IAWS)

If you have concerns about your child's attendance, you should first contact your child's school to ask for support. If you feel you still need advice, you can contact the IAWS. The IAWS ensures that all statutory school aged children are accounted for, receiving and attending suitable, full time education.

Contact details

- Email attendancesupport@plymouth.gov.uk
- Call 01752 307405