



*Planting the Seeds for a Successful Future*

# Cedars Manor School



## Attendance Policy

*The Cedars Manor community believes that together, we will prepare each and every child for a bright future in an ever-changing world. We believe that by planting the seeds for a successful future, our children, staff, parents and community can achieve educational excellence and shape the future through our 'B' values:*

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## **0. Statement of Intent**

Cedars Manor School believes that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

There is a minimum standard of 96% attendance set out by the government. Therefore, any student who has attendance below this is deemed to have poor attendance. Research shows that students with less than 90% attendance will perform significantly less well in their assessments and formal qualifications due to missed learning.

Our school, while acknowledging that each family's circumstances are different, is dedicated to the education of all our pupils and believes regular attendance throughout the year is essential to every pupil's success and fulfilment. We know that absence hampers pupils' learning, and so we actively promote and encourage 100% attendance for all our pupils, and discourage all unnecessary absences, including those taken for holidays during school time.

We understand that barriers to attendance are complex, and that some pupils find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents.

We take a whole-school approach to securing good attendance, and recognise the impact that our efforts in other areas – such as the curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources such as pupil premium – can have on improving pupil attendance.

## 1. Aims

This policy aims to show our commitment to meeting our obligations with regard to the school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

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

We will also promote and support punctuality in attending lessons.

## 2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [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](#)

### 3. Roles and responsibilities

#### ➤ The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - o Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - o Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance, and providing support and challenge

Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs

- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular, continued professional development offer, so that staff understand:
  - The importance of good attendance
  - That absence is almost always a symptom of wider issues
  - The school's legal requirements for keeping registers
  - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy

### **The headteacher**

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the SLT member be able to do so –
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

### **The designated senior leader responsible for attendance**

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis

- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is currently the Headteacher (Mrs McClean), who can be contacted via the [office@cedarsmanor.harrow.sch.uk](mailto:office@cedarsmanor.harrow.sch.uk) or by calling 020 8428 5845.

### **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 head teacher
- Working with the Local Authority School Attendance Support Officer to tackle persistent absence
- Advising the headteacher/ designated senior leader responsible for attendance (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Mrs Chaudhry and can be contacted via [attendance@cedarsmanor.harrow.sch.uk](mailto:attendance@cedarsmanor.harrow.sch.uk) or by calling 020 8428 5845

### **Class teachers**

Class teachers responsible for recording attendance for both morning and afternoon sessions daily, using the correct codes (see Appendix 1), and submitting this information to the school office (by 9.00 am every morning and 1:35 pm every afternoon) to the school office on the same day.

- Following this policy and ensuring pupils do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated. This includes communicating with the school office about any inconsistencies in reported absence.

### **➤ School admin/office staff**

School admin/office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record them on the school system
- Transfer calls from parents to the Attendance Officer, Pastoral Lead or Deputy Head with responsibility for Safeguarding to provide them with more detailed support on attendance.

## ➤ **Parents**

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

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

Parents are expected to:

- Make sure their child attends every day on time
- Promoting good attendance with their children
- Call the school to report their child's absence before 8:30 am on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Proactively engaging with any attendance support offered by the school and the Local Authority
- Keep to any attendance contracts that they make with the school and/or Local Authority
- Following any family-based support implemented by the school to improve attendance
- Seek support, where necessary, for maintaining good attendance, by contacting the attendance officer, Pastoral Lead or Deputy Head with responsibility for Safeguarding Pupils.

Pupils are expected to:

- Attend school every day, on time

## **4. Recording attendance**

### ➤ **Attendance register**

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

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

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

Any amendment to the attendance register will include:

- The original entry
- The amended entry

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

amendment. See Appendix 1 for the DfE attendance codes. **We**

**will also record:**

- Whether the absence is authorised or not
  - The nature of the activity, where a pupil is attending an approved educational activity
  - The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances
- We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

Pupils must arrive in school on time each school day.

The register for the **morning session** will be taken at the following times:

- Morning Nursery – 8:45 am
- Reception to Year 6 – 8:50 am
- The register will be kept open for 10 minutes. Anyone who comes in after the gates have been closed will have to provide a reason for lateness to the school office.

The register for the **afternoon session** will be taken at the following times:

- Afternoon Nursery – 12:40 pm
- Reception to Year 2 – 1:00 pm
- Year 3 to Year 6 – 1:30 pm

The register will be kept open for 10 minutes.

## ➤ **Unplanned absence**

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8:30 am or as soon as practically possible.

If your child is absent, you must:

- Contact us **before 8.30 am** on the first day of absence and every day of absence thereafter. Please call 020 8428 5845 and leave a clear and detailed message about the reason for absence. If pupils are absent due to illness, the details of the illness must be given; messages reporting as 'unwell' without detail will be marked as unauthorised.
- Or, you can come into school and explain to the staff in the office why your child is absent.
- Or, you can email the office at [attendance@cedarsmanor.harrow.sch.uk](mailto:attendance@cedarsmanor.harrow.sch.uk)

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 with the authenticity of the illness, the absence will be recorded as unauthorised, and parents will be notified of this in advance.

## **Absences Adjacent to School Holidays**

To ensure accurate attendance records and maintain high standards of pupil attendance, any absence that occurs immediately before or after a scheduled school holiday will require supporting evidence. This evidence may include medical documentation or other relevant proof.

Without appropriate evidence, the absence will be recorded as **unauthorised** in accordance with the school's attendance procedures.

## ➤ **Planned absence**

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

Parents/carers should email the attendance email address, [attendance@cedarsmanor.harrow.sch.uk](mailto:attendance@cedarsmanor.harrow.sch.uk), at least 24 hours before an appointment.

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

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

## ➤ **Lateness and punctuality**

Poor punctuality is not acceptable. If your child misses the start of the day, they can miss work and do not spend time with their class teacher getting vital information and news for the day. Late arriving pupils also disrupt lessons, can be embarrassing for the child and can also encourage absence.

The school day starts at the following times:

- Reception to Year 6 – 8:40 am
- Morning Nursery – 8:45 am
- Afternoon Nursery – 12:40 pm

We expect your child to be in class at that time. Children can arrive from 8:40 am when the Infant classroom doors and the Junior external doors open for Soft Start. Registers are marked by 9:00 am, and your child will receive a late mark if they arrive after that time. At 9:20 am, the registers will be closed. If your child arrives after that time, they will receive a mark that shows them to be on site, but this will not count as a present mark, and it will mean they have an unauthorised absence.

A pupil who arrives late:

If your child has a persistent late record, you will be issued a notice to improve lateness letter. If, after this letter is issued, lateness still does not improve, you will be asked to meet with the Attendance Office, Pastoral Lead or Deputy Head with responsibility for Safeguarding to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time.

The Pastoral Lead, Attendance Officer or Deputy Head with responsibility for safeguarding will meet with the parents/carers of those pupils who are frequently late to offer support and outline possible sanctions for continued lateness.

See our charges and remission policy on the school website for information about late collection fines.

## ➤ **Following up on unexplained absence**

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

- Text/email/call the pupil's parents/carers on the morning of the first day of absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts by 10 am, the school will carry out a home visit and may complete a safeguarding referral or contact 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(s) for which the pupil was absent

Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving a Local Authority Attendance Officer and making a home visit.

- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention, as appropriate

### ➤ **Reporting to parents**

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels via reports twice a year and attendance letters where attendance has become a concern.

## **5. Authorised and unauthorised absence**

### ➤ **Approval for term-time absence**

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable

### ➤ **Exceptional circumstances**

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

We define 'exceptional circumstances' as one-off events which are unavoidable; examples may include the death of a close relative, attendance at a funeral, respite care of a looked-after child, or a housing crisis which prevents attendance.

Leave of absence will not be granted for a pupil to take part in a protest activity during school hours.

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office or downloadable from the school website. The headteacher may require evidence to support any request for leave of absence. These requests should be made via email to [attendnace@cedarsmanor.harrow.sch.uk](mailto:attendnace@cedarsmanor.harrow.sch.uk)

Requests for leave will not be granted in the following circumstances:

- Immediately before and during statutory assessment periods
- When a pupil's attendance record shows any unauthorised absence
- Where a pupil's authorised absence record is already above 10 percent for any reason

If term-time leave is not granted, taking a pupil out of school will be recorded as an unauthorised absence and may result in sanctions, such as a penalty notice. The school cannot grant leave of absence retrospectively; therefore, any absences that were not approved by the school in Advance will be marked as unauthorised.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart. A pupil can have up to 3 days leave for religious purposes during the academic year, but they cannot be consecutive.
- Parent(s) 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
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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

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

## 5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

## Penalty notices

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

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

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

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

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

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

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

If issued with a **first** penalty notice, the parent must pay £80 within 21 days or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

## Notices to improve

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

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

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with

- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

## 6. Strategies for promoting attendance

Helping to create a pattern of regular attendance is everybody's responsibility – parents, pupils and all members of school staff.

To help everyone to focus on this, we will:

- We celebrate good attendance through our newsletters.
- Reward good attendance through class competitions.
- Report to you twice yearly on how your child is performing in school, including your child's attendance, using the attendance bands below:

Descriptor	Attendance thresholds
Excellent	100% to 98%
Good	97.99% to 96%
Satisfactory	95.99% to 95%
Needs attention	below 95%

- Award children termly certificates for improved attendance and punctuality. When issuing attendance certificates, the school will take into consideration those pupils who have authorised medical appointments and where evidence is provided.
- The school will monitor all attendance daily. Families with low attendance will be informed by a reminder letter.
- We continue to check attendance at regular intervals, and if attendance is still a concern after our next attendance check, a further reminder letter will be sent out.
- If attendance does not improve sufficiently, families will be invited into school by letter to discuss how we can work in partnership to improve attendance and agree to an Attendance Contract.
- If there is no improvement in attendance despite support, the school may have to escalate their concerns to the Local Authority, following the [Harrow Council A.I.M. Policy](#), which outlines the procedures that may be followed.
- A pupil becomes a 'persistent absentee' (P.A.) when they miss 10% or more of schooling across the school year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects, and we need parents' fullest support and co-operation to tackle this. P.A. pupils are tracked and monitored carefully. All our P.A. pupils may be subject to an Attendance Contract and the Contract may include: allocation of additional support through a Mentor, use of circle time, individual incentive programmes and participation in group activities around raising attendance. P.A. cases may also be referred to the School Attendance Liaison and Elective Home Education Officer or Children's Services. We will maintain a record of all absences and all interventions taking place to support the family, including any Attendance Contract. This log will be used as evidence to ensure parents are complying with the school and local government policies.

The Assistant Headteacher with responsibility for Safeguarding and Inclusion will report to the Governing Body, including the Governor with responsibility for attendance, on the attendance of all children and vulnerable groups to ensure that this policy is being followed and is being used effectively.

As part of promoting good attendance and punctuality, Harrow Local Authority will use its legal powers to enforce school attendance where it becomes problematic, including powers to prosecute parents who fail to comply, to ensure their child's regular attendance at school.

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

### **➤ Pupils absent due to complex barriers to attendance**

The school will use a number of methods to help support pupils at risk of PA to attend school. These include:

- Offering catch-up support to build confidence and bridge gaps.
- Meeting with pupils to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support.
- Leading weekly check-ins to review progress and the impact of support.
- Making regular contact with families to discuss progress.
- Assessing whether an EHC plan or IHP may be appropriate.
- Considering what support for re-engagement might be needed, including for vulnerable groups.

The school will focus particularly on pupils who have rates of absence over 50 percent, and will work with the LA and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these pupils are facing.

For pupils who are absent due to complex barriers to attendance, the school will:

- Work to understand the individual needs of the pupil and family
- Work in partnership with the pupil and family to put in-school support in place and work with the local authority and other agencies where external support is needed
- Regularly review and update the support approach to make sure it continues to meet individual needs
- Facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible, whilst supporting the underlying issue

### **➤ Pupils absent due to mental or physical ill health or SEND**

The school recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with any EHC plans or IHPs that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

Where the school has concerns that a pupil's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a pupil that is also a safeguarding concern, they will inform the DSL and the Child Protection and Safeguarding

Policy will be followed. All pupils will be supported with their mental health in accordance with the school's Social, Emotional and Mental Health (SEMH) Policy.

To support the attendance of pupils with SEND and/or health issues, the school will consider:

- Holding termly meetings to evaluate any implemented reasonable adjustments.
- Incorporating a pastoral support plan.
- Carrying out the strengths and difficulties questionnaire.
- Identifying pupils' unmet needs through the Common Assessment Framework.
- Using an internal or external specialist.
- Enabling a pupil to have a reduced timetable.
- Ensuring a pupil can have somewhere quiet to spend lunch and break times.
- Implementing a system whereby pupils can request to leave a classroom if they feel they need a time out.
- Temporary late starts or early finishes.
- Phased returns to school where there has been a long absence.
- Small group work or one-to-one lessons.
- Tailored support to meet their individual needs.

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

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

If a pupil is unable to attend school for long periods of time due to their health, the school will:

- Inform the LA if a pupil is likely to be away from the school for more than 15 school days.
- Provide the LA with information about the pupil's needs, capabilities and programme of work.
- Help the pupil reintegrate at school when they return.
  - Make sure the pupil is kept informed about school events and clubs.
  - Encourage the pupil to stay in contact with other pupils during their absence.

The school will incorporate an action plan to help any pupils with SEND and/or health issues cope with the stress and anxiety that attending school may cause them. Such plans will be regularly monitored and reviewed until the pupil is attending school as normal and there are signs of significant improvement.

- Meet with the family to agree on a plan for the child's return to school
- Consider a time-limited phased return
- Ensure joined-up pastoral care is in place where needed
- Continue to liaise with the family

## **8. Attendance monitoring**

The school monitors and analyses attendance and absence data to identify pupils or cohorts that

require support with their attendance. The Attendance Officer meets weekly with the Headteacher to discuss any pupils where attendance is a concern.

### ➤ **Monitoring attendance**

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

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

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

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

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

### ➤ **Analysing attendance**

The school will:

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

### ➤ **Using data to improve attendance**

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families
- Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and Pastoral Lead)
- Use data to monitor and evaluate the impact of any interventions put in place to modify them and inform future strategies

➤ Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

### ➤ **Reducing persistent and severe absence**

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary

## **9. Monitoring arrangements**

Attendance and punctuality will be monitored throughout the year. The school's attendance target is 96 percent.

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the Deputy Head teacher with responsibility for Safeguarding. At every review, the policy will be approved by the full governing board.

Any changes made to this policy will be communicated to all relevant stakeholders.

## **10. Links with other policies**

This policy links to the following policies:

- Child protection and safeguarding policy

- Behaviour policy
- Harrow Council's AIM (Attendance Intervention Model) policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Mental Health & Wellbeing Policy

## Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration.
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before the register has closed
<b>Attending a place other than the school</b>		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	The pupil is participating in a supervised sporting activity approved by the school.
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	The pupil is attending a session at another setting where they are also registered.

<b>Absent – leave of absence</b>		
<b>C1</b>	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school.
<b>M</b>	Medical/dental appointment	Pupil is at a medical or dental appointment
<b>J1</b>	Interview	The pupil has an interview with a prospective employer/educational establishment.

<b>S</b>	Study leave	The pupil has been granted leave of absence to study for a public examination.
<b>X</b>	Not required to be in school	A pupil of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	The pupil is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	The pupil has been granted a leave of absence due to exceptional circumstances.

<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes.	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes.
<b>R</b>	Religious observance	The pupil is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)

<b>E</b>	Suspended or excluded	The pupil has been suspended or excluded from school, and no alternative provision has been made.
<b>Absent – unable to attend school because of an unavoidable cause</b>		
<b>Q</b>	Lack of access arrangements	The pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school.
<b>Y1</b>	Transport not available	The pupil is unable to attend because the school is not within walking distance of their home, and the transport normally provided is not available
<b>Y2</b>	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency.
<b>Y3</b>	Part of the school premises is closed.	Pupil is unable to attend because they cannot be accommodated in the part of the premises that remains open.
<b>Y4</b>	The whole school site unexpectedly closed.	Every pupil absent when the school is closed unexpectedly (e.g., due to adverse weather)
<b>Y5</b>	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law.
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		

<b>G</b>	Holiday not granted by the school	The pupil is absent for a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason Given would be recorded using one of the codes for authorised absence
<b>U</b>	Arrived at school after registration closed.	Pupil has arrived late, after the register has closed but before the end of the session.
<b>Administrative codes</b>		
<b>Z</b>	Prospective pupil not on the admission register	The pupil has not joined school yet, but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned, including school holidays

## Appendix 1 – Notice to improve lateness



Whittlesea Road  
Harrow  
HA3 6LS  
TEL: 0208 428 5845  
Email: [attendance@cedarsmanor.harrow.sch.uk](mailto:attendance@cedarsmanor.harrow.sch.uk)  
Headteacher: Mrs K McClean

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Dear Parent/Carer,

Our attendance records show that **[Child's Name]** has been late on **[number]** occasions since the start of this term.

We are sure you will understand that lateness can be very disruptive to the school day. Missing the start of lessons means that instructions and other essential information may result in missing key learning or lessons such as phonics or vipers, impact pupils' learning.

The school day starts at **8:40am**, and children may arrive at their classroom from this time for **Soft Start**, where they take part in educational morning tasks to help begin their learning positively. All class registers are completed by **9:00am**.

If your child arrives after **8:50am**, they will need to register with the **Attendance Officer** at the main entrance.

The register closes at **9:00am**. Late arrivals after this time will be marked as late, and arrivals after **9:20am** will be recorded as an **unauthorised absence**. Please be aware that if five unauthorised absences are recorded, the school may need to refer the matter to the Local Authority, which could result in a **Fixed Penalty Notice (FPN)** being issued.

If you are experiencing any difficulties getting your child to school on time, please do not hesitate to contact us so that we can work together to support you and resolve the situation.

I look forward to seeing an improvement in **[Child's Name]'s** punctuality.

Yours sincerely,

Mrs K McClean  
Headteacher