# Pinxton Village Academies

# Attendance Policy

## 2026–2027

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| **Policy owner** | Headteacher / Senior Attendance Champion Anne Ingle |
| **Approved by** | Local Governing Body |
| **Date approved** | September 2026 |

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| **Review date** | September 2027 |
| **Linked policies** | Child Protection and Safeguarding Policy; SEND Policy; Behaviour Policy; Supporting Pupils with Medical Conditions Policy; Admissions arrangements; Children Missing Education procedures; Data Protection Policy. Traveller education strategy. |

## Introduction and purpose

At Pinxton Village Academies, excellent attendance is everyone's responsibility. Regular attendance is fundamental to children's academic achievement, wellbeing, sense of belonging and future life chances. Attendance is promoted through high expectations, strong relationships, proactive early identification, timely support and collaborative partnership with families.

This policy reflects the statutory expectations for schools, trusts, parents/carers and local authorities to work together to improve school attendance. It is aligned with Department for Education attendance guidance, safeguarding expectations, Children Missing Education duties and the school's graduated response. Parents/carers have a legal duty to make sure their child receives a suitable full-time education. For most children, this means attending school regularly and on time.

## Aims and principles

Pinxton Village Academies aims to secure strong attendance and punctuality for all children by building a culture where children feel safe, valued, included and motivated to attend. We recognise that attendance is closely linked to belonging, safeguarding, SEND, behaviour, wellbeing, curriculum access and family circumstances. We therefore use a support-first graduated response, while also fulfilling our statutory duties where attendance does not improve or where parents/carers do not engage with support.

Our ambition is for every child to attend school every day, on time, unless there

is a valid reason for absence. We recognise that each day missed is a day of learning, belonging, routine, friendship and support that cannot be fully replaced. Attendance information will therefore be considered not only as a percentage, but also in terms of the number of sessions and days lost and the impact this may have on each child's education, wellbeing and safety.

- Promote excellent attendance and punctuality as essential to learning, wellbeing and belonging.
- Establish clear attendance expectations for children, families, staff, governors and external partners.
- Identify emerging attendance concerns early through daily, weekly and strategic monitoring.
- Listen to and understand child and family barriers to attendance before deciding next steps.
- Provide timely, proportionate and personalised support through Universal, Targeted and Bespoke approaches.
- Ensure safeguarding, SEND, medical needs, mental health, disadvantage and other vulnerabilities are considered when analysing attendance.
- Work collaboratively with parents/carers and, where appropriate, local authority and multi-agency partners.
- Use statutory attendance processes only where appropriate, proportionate and in line with local authority procedures.

**Published attendance expectations and communication**

Pinxton Village Academies communicates attendance expectations clearly to children, parents/carers, staff and governors. This includes communication through the school website, admissions and induction information, transition activity, newsletters, attendance letters, meetings with families and regular reminders during the school year. Our communication explains the legal duty for children to attend school regularly and why good attendance matters for learning, safeguarding, wellbeing and belonging. Attendance is communicated through Arbour App, Dojo and via phone calls and in person conversations. Letters are shared with parents in line with our graduated response to attendance e.g. Letter 1 when attendance falls below 95%

**Legal framework and guidance**

This policy should be read alongside the latest statutory and national guidance,

including: Working Together to Improve School Attendance, July 2026; Keeping Children Safe in Education 2026; Children Missing Education statutory guidance; the School Attendance (Pupil Registration) (England) Regulations 2024; the Education Act 1996; the Children Act 1989 and 2004; Working Together to Safeguard Children; the SEND Code of Practice; the Equality Act 2010; Supporting Children with Medical Conditions at School; Alternative Provision guidance; Elective Home Education guidance; the DfE Attendance Toolkit for Schools; RISE attendance improvement guidance; DfE resources for communicating with families about attendance; and the Ofsted education inspection framework, state-funded schools inspection toolkit and inspection operating guide in force from September 2026.

Derbyshire county council attendance / penalty notice arrangements are as follows: Derbyshire's School Attendance Process Team carries out statutory action for unsatisfactory attendance at the request of schools and academies, including penalty notices and prosecutions. Schools should use Derbyshire's penalty notice toolkit, forms and termly updates on Perspective Lite and seek advice from the Attendance, Missing and Home Education Service where required. Derbyshire county council CME/ EHE arrangements are as follows: Schools should follow Derbyshire CME, Attendance, Missing and Home Education procedures before any roll removal. Derbyshire CME guidance distinguishes children without a school place from children who are missing and whose whereabouts are unclear.

**Attendance law and statutory framework**

- Section 7 Education Act 1996: parents must ensure children of compulsory school age receive suitable full-time education, either by regular attendance at school or otherwise.
- Section 8 Education Act 1996: defines compulsory school age.
- Section 14 Education Act 1996: local authorities must secure sufficient schools for their area.
- Section 19 Education Act 1996: local authorities must arrange suitable education for children who, because of illness, exclusion or other reasons, would not otherwise receive suitable education.

- Section 436A Education Act 1996: local authorities must make arrangements to identify children of compulsory school age who are not registered at a school and are not receiving suitable education otherwise.
- Section 444 Education Act 1996: parents may commit an offence if a child of compulsory school age who is registered at school fails to attend regularly.
- Section 576 Education Act 1996: defines parent broadly to include natural parents, those with parental responsibility and those who have care of the child.
- Section 175 Education Act 2002: governing bodies and local authorities must make arrangements to safeguard and promote the welfare of children.
- School Attendance (Pupil Registration) (England) Regulations 2024: set out admission register and attendance register requirements, attendance codes, leave of absence, register amendments, retention and deletion from roll requirements.
- Education (Penalty Notices) (England) Regulations 2007, as amended, and the National Framework for Penalty Notices: set out arrangements for penalty notices, including national thresholds, payment amounts and limits.
- Children Act 1989 and Children Act 2004: provide the wider safeguarding and multi-agency framework for promoting children's welfare.
- Equality Act 2010: requires schools to avoid discrimination and make reasonable adjustments for disabled children.

**Roles and responsibilities**

**The Headteacher / Senior Attendance Champion** leads attendance across the school. They make sure this policy is followed, monitor attendance for all children and vulnerable groups, oversee the graduated response, ensure safeguarding oversight, report to governors and work with the Flying High Partnership and local authority where appropriate.

**Governors / Local Governing Body** recognise attendance as a safeguarding, inclusion and educational priority. Governors review attendance information regularly, including overall attendance, persistent absence, severe absence, vulnerable groups, attendance patterns, days lost, punctuality, part-time timetables, Elective Home Education (EHE) requests, Children Missing Education

(CME) indicators and the impact of support. Governors provide support and challenge by asking whether leaders know which children are at risk, whether barriers have been understood, whether support is timely and effective, whether statutory duties are being met and whether the school is reducing avoidable absence over time.

**The Flying High Partnership** supports and challenges schools through attendance analysis and targeted professional support. Partnership attendance review may include school-level and trust-level analysis of attendance trends, persistent absence, severe absence, attendance bands, vulnerable groups, number of sessions and days lost, EHE/CME themes, use of support plans and the impact of graduated support. Where concerns or patterns are identified, the Partnership works with school leaders to strengthen systems, remove barriers, share effective practice, support statutory compliance and consider attendance as part of the wider inclusion and safeguarding picture.

**All staff** are responsible for promoting strong attendance, noticing and reporting changes in attendance or punctuality, following absence procedures, recording concerns accurately and sharing information with the Designated Safeguarding Lead or attendance team where absence may indicate safeguarding, welfare or inclusion need.

**Parents/carers** are responsible for ensuring their child attends school regularly and punctually, informing the school of absence in line with local procedures, engaging with support where attendance concerns arise, attending meetings where requested and working with the school and relevant partners to remove barriers to attendance.

**Children** are supported to understand the importance of regular attendance, punctuality, routines and belonging. This will be reinforced through the curriculum, assemblies and wider school life so that children understand how attendance supports learning, friendships, wellbeing, safety and future opportunities. Their views will be listened to as part of the school's graduated response, particularly where attendance concerns suggest there may be barriers linked to learning, relationships, wellbeing, SEND, safeguarding, bullying, medical need or family circumstances. Where appropriate, children will be involved in identifying what helps them attend, what makes attendance difficult and what support will enable them to feel safe, included and ready to learn.

**External agencies and partners** may be involved where attendance barriers require targeted or bespoke support beyond the school's universal offer. This may include the local authority attendance service, Early Help, children's social care, health professionals, mental health services, SEND services, alternative provision providers, education welfare services and other relevant professionals. They work with the school, parents/carers and the child to understand barriers, coordinate support, reduce risk, review impact and agree proportionate next steps as part of the graduated response to attendance. TAC/TAF meetings are used where appropriate to help everyone work together, understand agreed actions, be clear about responsibilities and keep support coordinated in line with the school's support-first principle. We have a dedicated pastoral team who work along side the attendance team made up of Attendance Officer, Child and Family Support Worker, Pastoral Lead, SENDCo, DSL, Deputy DSL, class teachers, office team and governor attendance link. We also work alongside the Inclusion team from DCC to further support attendance.

**Pinxton Village Academies School Graduated Response to Attendance**

The Pinxton village academies Graduated Response to Attendance (Appendix 1) is structured around the DfE attendance principles of Expect, Monitor, Listen and Understand, Facilitate Support, Formalise Support and Enforce only where necessary. It also aligns with the FHP Inclusion Model of Universal, Targeted and Bespoke support. The graduated response helps the school identify concerns early, understand barriers, provide the right support at the right time, review impact and avoid unnecessary escalation wherever possible.

| **Stage 1 Early Identification and Prevention through <u>Universal</u> Support**<br>**Emerging Attendance Concerns**<br>**Bands 1 (95% – 97.9%) and 1+ (98%+)** | |
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| **Expect** | **Monitor** |

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| • Reinforce whole-school attendance expectations<br>• Promote attendance through assemblies, curriculum, and family communication<br>• Celebrate positive attendance and punctuality | • Review attendance patterns and emerging concerns<br>• Analyse absence trends and punctuality<br>• Implement routine attendance tracking |
| **Listen and Understand**<br>• Engage with children and families, using home visits where applicable<br>• Explore emerging barriers<br>• Gather pupil voice where appropriate | **Facilitate Support**<br>• Signpost support<br>• Provide early advice and guidance<br>• Implement low-level attendance support strategies |

| **Stage 2 <u>Targeted</u> Attendance Support**<br>**Preventing Persistent Absence**<br>**Bands 2 (90.1 to 92%) and 2+ (92.1% to 94.9%)** | |
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| **Expect**<br>• Reiterate attendance expectations and responsibilities<br>• Strengthen home-school partnership<br>• Establish attendance improvement targets where appropriate | **Monitor**<br>• Increase frequency of attendance reviews<br>• Track improvements and emerging patterns closely<br>• Monitor the impact of interventions |
| **Listen and Understand**<br>• Undertake attendance review meetings<br>• Gather child and parent voice<br>• Explore barriers using structured attendance conversations | **Facilitate Support**<br>• Develop attendance support plans<br>• Implement targeted interventions<br>• Signpost and coordinate additional services where appropriate |

| **Stage 3 <u>Bespoke</u> Support**<br>**Securing Attendance Improvements through Bespoke Support and Intervention** |
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| Bands 3, 4, 5 and 6 (70% - 90%) | |
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| **Expect**<br>• Maintain high expectations for attendance<br>• Establish clear attendance improvement targets and responsibilities<br>• Review attendance expectations through formal meetings | **Monitor**<br>• Weekly attendance monitoring and analysis<br>• Formal review points through Attendance Support Plans<br>• Senior leader oversight of attendance concerns |
| **Listen and Understand**<br>• Use home visits, attendance reviews, and pupil voice to develop a deeper understanding of barriers<br>• Consider SEND, wellbeing, safeguarding, health, and family factors<br>• Review attendance alongside wider inclusion needs | **Facilitate Support**<br>• Implement Individual Attendance Pathways<br>• Coordinate Team Around the Child processes<br>• Involve Education Welfare and other specialist services<br>• Implement personalised support and reintegration strategies |

| Stage 4 Bespoke Support for Severe and Complex Attendance Needs<br>Coordinated Intervention for Children Experiencing Complex Barriers to Attendance<br>Bands 7-11 (Below 70%) | |
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| **Expect**<br>• Maintain high aspirations and attendance expectations<br>• Ensure children remain connected to school and learning<br>• Promote belonging and inclusion through all interactions | **Monitor**<br>• Frequent attendance reviews with senior leaders<br>• Intensive monitoring of attendance, welfare and safeguarding concerns<br>• Multi-agency review of attendance data and impact |
| **Listen and Understand**<br>• Continue to seek and understand the child's and family's lived experience<br>• Review barriers through regular multi-agency meetings<br>• Ensure attendance planning remains child-centred and responsive | **Facilitate Support**<br>• Deliver intensive family support<br>• Coordinate multi-agency intervention<br>• Implement personalised reintegration planning<br>• Consider statutory attendance processes where support has not secured improvement<br>• Ensure safeguarding oversight remains central to all decision making |

## Attendance procedures

XX School maintains accurate admission and attendance registers, completes first-day contact where no reason for absence has been received, records absence using the correct statutory attendance codes, reviews attendance data regularly and takes timely action where concerns emerge. Registers are taken at the same time for all registered children in each morning and afternoon session. The school analyses attendance by individual child, cohort and vulnerable group, including children with SEND, disadvantaged children, young carers, children with a social worker, children looked after, previously looked after children and children with medical or mental health needs. The school does not wait until a child reaches persistent or severe absence before offering support.

**Day-to-day absence response**

Parents/carers are expected to notify the school of absence on the first day of absence and each subsequent day unless alternative arrangements have been agreed. Where the school has not received a reason for absence, staff will follow first-day contact procedures promptly. If contact cannot be made, or if the explanation does not provide sufficient assurance about the child's safety or whereabouts, the concern will be escalated to the attendance lead and/or Designated Safeguarding Lead. The school may complete additional welfare checks, including contact with emergency contacts, sibling schools, professionals already involved with the family or a home visit where appropriate and in line with safeguarding procedures.

**Breakfast and After School Club Procedures**

JPAC are our breakfast and after school club provider and external Ofsted registered agency.

School works closely with JPAC to ensure safeguarding, attendance and any further information is shared as part of good practice.

The school office will liaise with breakfast and after school club providers as part of daily attendance and safeguarding routines. This includes sharing relevant same-day absence information, checking whether a child expected at provision has arrived, confirming collection arrangements where required and escalating any unexplained non-attendance or discrepancy in line with the school's attendance and safeguarding procedures. Where a child is expected at

wraparound provision but does not arrive and no reason has been provided, the school and/or provider will take prompt action to establish the child's whereabouts and safety.

In line with Keeping Children Safe in Education and Working Together to Improve School Attendance, the school treats unexplained absence, repeated absence, sudden changes in attendance or uncertainty about a child's whereabouts as potential safeguarding indicators. All staff and wraparound providers must understand how to share concerns quickly with the school office, Attendance lead and the Designated Safeguarding Lead. Attendance information from breakfast and after school provision will be considered alongside school attendance, punctuality, safeguarding, SEND, medical and family context where this helps leaders understand patterns, identify barriers and provide timely support.

**Authorising absence**

Pinxton Village Academies, not parents/carers, decides whether an absence is authorised. Decisions are made in line with statutory attendance coding, the information available to the school and the child's individual circumstances. The school considers illness, medical and dental appointments, religious observance, exceptional circumstances, approved educational activity and other absence reasons in line with statutory guidance. Where there is uncertainty, the school may ask for further information but avoids unreasonable or blanket requests for medical evidence. Where absence is linked to physical or mental ill health, disability or SEND, the school is mindful of its duties to make reasonable adjustments, avoid blanket approaches and work with parents/carers and professionals to identify suitable support. Medical evidence is only requested where it is reasonable and necessary, such as where absence is complex, prolonged, frequently recurring or where evidence would help the school understand and support the child's needs. It is important that a reason for absence is established on that day and concerns are shared with the DSL team.

**Part-time timetables, phased returns and remote education**

Any part-time timetable phased return or temporary use of remote education is exceptional, short term and in the child's best interests. It is agreed with the

local authority where required, discussed with parents/carers, recorded in a written plan, reviewed regularly as part of a Team Around the Child/Family approach and designed to increase attendance towards full-time education as quickly and safely as possible. The plan includes safeguarding oversight, attendance coding, provision during the reduced timetable, review dates, reintegration steps and the expected end date. Where the child has SEND, medical needs, a social worker or an EHCP, relevant professionals are involved.

**Persistent and severe absence**

A child is persistently absent when they miss 10% or more of possible school sessions. A child is severely absent when they miss 50% or more of possible school sessions. Persistent or severe absence triggers senior leader oversight and proportionate targeted or bespoke support in line with the school's graduated response (see Appendix A). Severe absence is treated as a high-priority safeguarding and inclusion concern requiring intensive, coordinated support and, where appropriate, local authority and multi-agency involvement.

For the purpose of early identification, the school will consider children in three broad attendance groups: **risk to excellent attendance**, where attendance remains above 95% but early patterns, broken weeks, lateness or repeated absence may indicate emerging concern; **risk of persistent absence**, where attendance falls below 95% or patterns suggest the child may move towards missing 10% or more of sessions; and **severe absence**, where attendance is at or below 50%, requiring urgent senior leadership, safeguarding and multi-agency support. These definitions support early action and do not replace statutory definitions or local authority thresholds

**Formalising support**

Where voluntary support is not leading to improvement, where barriers are complex or where absence is persistent or severe, the school will formalise support. This may include an Attendance Support Plan, regular review meetings, TAC/TAF or Early Help involvement, a parenting contract, local authority attendance involvement or other multi-agency support. Formalised support will be recorded clearly, with agreed actions, named responsibilities, timescales, review dates and escalation points.

**Enhanced transitions into school**

The school recognises that transition points can be particularly important for children whose attendance is vulnerable, including children with SEND, children with medical or mental health needs, children experiencing anxiety-related non-attendance (ARNA), emotionally based school avoidance (EBSA), previous absence patterns, safeguarding concerns or significant changes in family circumstances. The school considers enhanced transition support when a child joins the school, moves year group, returns after absence, reintegrates following a part-time timetable or alternative provision, or when attendance information suggests that additional planning is needed to help the child feel safe, known, prepared and connected.

Enhanced transition planning may include early information gathering, liaison with parents/carers and previous settings, opportunities for the child to visit or revisit key areas of school, identification of trusted adults, visual information, social stories, personalised timetables, meet-and-greet arrangements, regulation plans, safe spaces, reasonable adjustments, SEND support planning and agreed communication routines. Where attendance concerns are linked to ARNA or EBSA, planning focuses on understanding the child's barriers, reducing anxiety, rebuilding trust and belonging, and increasing attendance gradually and safely through small, reviewed steps as part of the school's graduated response.

Enhanced transitions are planned with the child, parents/carers, the SENDCo, attendance lead, Designated Safeguarding Lead, pastoral staff and relevant external professionals where appropriate. Plans identify agreed actions, named responsibilities, review dates and measures of impact. Where barriers are complex or multi-agency involvement is needed, TAC/TAF meetings may be used to make sure support is coordinated, proportionate and aligned with the school's support-first approach before any consideration of formal or statutory escalation.

**Attendance, safeguarding and inclusion**

At Pinxton Village Academies we recognise that attendance is a safeguarding matter. Patterns of absence, repeated lateness, sudden changes in attendance, unexplained absence, partial attendance, persistent absence or severe

absence may indicate unmet need, anxiety, bullying, family stress, SEND, medical need, neglect, exploitation or other safeguarding concerns. Staff report attendance concerns through the school's safeguarding systems in line with the Child Protection and Safeguarding Policy.
The school recognises the strong relationship between attendance, wellbeing, belonging, behaviour and safeguarding. Attendance concerns will be considered alongside safeguarding, SEND, behaviour, medical needs, mental health, disadvantage, previous education history, children missing education indicators and family context. Support will be strengths-based, relational, proportionate and child-centred.

In line with safeguarding guidance, all staff must be alert to children who are absent from education, repeatedly absent, missing from education or whose attendance patterns change suddenly. Such patterns may increase vulnerability to harm and must be shared promptly with the Designated Safeguarding Lead. The school will maintain a clear chronology of attendance concerns, family contact, professional discussions, support offered, referrals made and decisions reached.

The school will consider whether absence is connected to bullying, harassment, discrimination, child-on-child abuse, online harms, exploitation, family stress, unmet SEND, medical need or other welfare concerns. Where safeguarding thresholds are met, the school will follow child protection procedures immediately and will not rely solely on attendance processes.

**Registration, punctuality and absence reporting**

Children are expected to arrive on time and be ready to learn. Registers are recorded on the school's management information system and are legal documents. Staff must use the correct statutory attendance and absence codes, amend registers only where permitted and retain records in line with statutory requirements and school data retention procedures.

**Leave of absence, penalty notices and statutory action**

Parents/carers should not take children out of school during term time unless there are exceptional circumstances. Requests for leave of absence must be made in advance and taken to the school office. The Headteacher will consider

each request individually, taking account of statutory guidance and the circumstances presented. Leave of absence will not be authorised for family holidays or routine reasons that are not exceptional.

**Enforcement and statutory intervention**

Where support has not been successful, has not been engaged with, or is not appropriate, the school will work with the local authority to consider statutory intervention. This may include a Notice to Improve where used locally, a penalty notice, a parenting contract, an education supervision order or prosecution. Enforcement will be used only where appropriate and proportionate, and decisions will take account of the child's circumstances, safeguarding information, SEND, medical needs, family context, support offered, engagement and local authority procedures.
The national threshold for considering a penalty notice is 10 sessions of unauthorised absence within a rolling period of 10 school weeks. This can include any combination of unauthorised absence, unauthorised leave in term time and late arrival after the register has closed. Penalty notices are issued per parent, per child. Under the National Framework, the first penalty notice is £160, reduced to £80 if paid within 21 days; a second penalty notice for the same parent and child within a three-year period is £160 with no reduced rate; a third penalty notice is not normally issued and alternative legal action should be considered. Decisions about penalty notices or other statutory action are made in line with Derbyshire County council and only where appropriate and proportionate.

**Elective Home Education, Children Missing Education and roll removal**

Where a parent/carer tells the school in writing that they wish to electively home educate, the school follows the FHP Elective Home Education Statutory School Process and the relevant local authority EHE procedures - Derbyshire county council. EHE must be a parent/carer-led decision; the school does not encourage, suggest or pressure a family to choose EHE as a response to attendance, behaviour, SEND, exclusion risk, safeguarding concerns, unmet need or parental dissatisfaction. The school offers an impartial discussion with the Headteacher without delaying the statutory process, makes sure parents/carers understand the implications of EHE, and signposts to local authority EHE guidance. Schools do not seek evidence of the suitability of the proposed home education, as this is a matter for the local authority.

Before deregistration, the school will complete same-day safeguarding, attendance and SEND checks. This includes reviewing whether the child is open

to Early Help, Child in Need or Child Protection processes; whether there are contextual safeguarding risks; whether the child has SEND Support or an Education, Health and Care Plan; and whether any attendance, behaviour, suspension, managed move, alternative provision, inclusion support, fair access or exclusion processes are underway. Where an EHCP names a specialist setting, local authority consent is required before the child is removed from roll. Where mainstream provision is named, the local authority must still be notified promptly.

The child must remain on roll until the school's local authority notification process has been completed and the school has submitted all required information, including child and family details, date of deregistration, safeguarding information, SEND information and last school attended. Attendance must continue to be recorded using normal attendance codes until lawful roll removal. Once the child is removed from roll, safeguarding responsibility transfers to the local authority; however, the school must continue to share any historical or emerging safeguarding information if new concerns become known.
Elective Home Education (EHE) – Derbyshire Local Offer

Where a child is not attending regularly, has stopped attending, has not returned from leave, has moved without a clear onward destination, or where education otherwise than at school may not be suitable, the school will work with Children missing from education – Derbyshire County Council. The school will make and record reasonable enquiries, share information promptly and follow local authority CME procedures. Persistent or severe absence alone does not mean a child is CME while they remain on roll; however, it may indicate safeguarding, welfare or education risk requiring urgent action.

**Monitoring, reporting and evaluation**

Attendance is monitored through daily operational systems, weekly attendance review, governor oversight and Partnership review. Leaders evaluate overall attendance, persistent absence, severe absence, punctuality, unauthorised absence, reduced timetables, use of alternative provision, EHE requests, CME indicators, attendance bands, number of sessions and days lost, and outcomes

for key groups. Governors and the Flying High Partnership receive appropriate attendance analysis and provide support and challenge on the effectiveness, timeliness and impact of school actions.
The school will use attendance information to identify patterns, remove barriers, evaluate whether support is improving attendance and ensure that children with barriers to learning or wellbeing are able to participate meaningfully in school life. This supports the school's inclusion strategy and the expectations of the Ofsted framework and school inspection toolkit from September 2026.
e.g. Inclusion meetings, governor meetings, attendance tracking and analysis using the school attendance dashboard, DfE Monitor Your School Attendance use, VYED or local data checks where relevant

**Attendance data, training and quality assurance**

The school uses attendance data to inform action at child, cohort, group and whole-school level. Leaders will evaluate whether support according to the graduated response is improving attendance and reducing barriers for children and groups, including persistent absence, severe absence, SEND, disadvantaged children, young carers, children with a social worker and other vulnerable groups. Staff will receive appropriate training so they understand attendance expectations, safeguarding links, absence procedures, coding, escalation and their role in promoting belonging and regular attendance.

Attendance analysis includes the number of sessions and days lost because percentages alone can understate the impact of absence. Leaders should consider cumulative learning time missed, repeated broken weeks, absence before or after weekends and holidays, lateness, patterns linked to specific lessons or times of day, and whether absence is increasing despite support. This analysis should inform child-level planning, class or year group action, whole-school improvement and governor/Partnership support and challenge.

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| Appendix 1 | Graduated Response to Attendance |
| Appendix 2 | Attendance Push and Pull Factors |

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| Appendix 3 | Attendance Support Plan |
| Appendix 4 | Elective Home Education Guidance |