The Rivers C.of E. Academy Trust

Attendance Policy

Committee	Executive Team
Approved	Autumn 2026
Category	Statutory – DfE
Next Review	Annually – Autumn 2027
Officer Responsible	Director of Inclusion

This document sets out the regulations for the MAT and all member academies

Contents

Key Information **2**
The Rivers C.of E. Academy Trust Contacts 2
School/Setting Contacts 2
Introduction **3**
Legislation **3**
Definitions **4**
Roles and Responsibilities **4**
Governance 4
The Role of the Trust 4
The Role of the Headteacher/Head of Setting 4
The Role of the Senior Attendance Champion 5
The Role of the Attendance Officer 5
The Role of Staff 6
The Role of Parents/Carers 6
Inclusive Attendance **7**
The Inclusive Attendance Professional Development Model 7
A Multi-Tiered System of Support 8
The Importance of School Attendance **8**
Factors Influencing Attendance **9**
Safeguarding Children and Attendance **11**
Day-to-Day Processes for Managing Attendance **11**
Marking Registers 11
Reporting a Child's Absence 11
Requesting Absence Leave - Including Holiday Requests 12
Following Up Unexplained Absence 12
Punctuality 13
The National Framework for Penalty Notices **13**
Removal From Roll **14**
Part-time Timetables **14**
Promoting and Celebrating Good Attendance **15**
Monitoring Absence **15**
Concerns and Complaints **16**
Appendix A – Definitions **17**
Appendix B – DfE Attendance Coding **18**
Appendix C – Inclusive Attendance Multi-Tiered System of Support **19**

Key Information

The Rivers C.of E. Academy Trust Contacts

• Executive Team Director of Inclusion (including Attendance)	Sally Philpotts
• Trust Safeguarding Lead (including Attendance)	Amy Dobson
• Hub Director	Karen Banford

School/Setting Contacts

• Senior Attendance Champion	Gemma Willetts/ Amy Dobson
• Attendance Officer	Chelsea ALLEN
• The Headteacher/Head of Setting:	Gemma Willetts
• Designated Safeguarding Lead (DSL)	Amy Dobson
• Special Educational Needs Co-ordinator (SENCO):	Amy Parkes
• Medial Lead:	Amy Dobson
• Allergy Lead:	Amy Dobson
• Senior Mental Health Lead:	Amy Dobson

School/Setting Information

• School start time	9am
○ Morning register close time	9.15am
• School finish time	2.30pm
○ Afternoon register close time	1pm

Attendance Reporting Details (by 8am)

- Parent/ Carers to call the school office and inform staff on their child's absence and reason for absence.

Introduction

The Rivers C.of E Academy Trust is an inclusive trust that highly values a holistic approach to supporting all pupils.

Through an **extraordinary education**, we empower pupils to be life-long learners and see their limitless potential. Respectful relationships and an unwavering focus on discovering talents and interests, enable pupils to flourish and be **extraordinary people**. Together, we spark aspiration and drive achievement, so that pupils contribute positively to society and to their **extraordinary futures** in an ever-changing world.

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

Legislation

This policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments
This policy is informed by the following legislation and statutory guidance:

- Keeping Children Safe in Education (KCSIE), which establishes the safeguarding responsibilities of schools and highlights the importance of attendance as a key indicator of a child's welfare and safety.
- Working together to improve school attendance 2026, which sets out the expectations of schools, academy trusts, local authorities, parents/carers and wider partners in promoting and improving attendance through a supportive, whole-school approach.
- Education Act 1996, which is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.
- The Education (Pupil Registration) (England) Regulations (amended 2024), which set out the requirements for maintaining admission and attendance registers, recording absence and notifying local authorities of specific attendance concerns.
- The Equality Act 2010, which requires schools to make reasonable adjustments and ensure that attendance procedures do not unfairly disadvantage pupils with protected characteristics, including those with disabilities or medical needs.
- Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Schools/settings will work closely with Local Authorities who may provide their own guidance and support. Schools/settings should be aware of, and follow, the specific guidance issued by their local authority.

Definitions

In the context of school attendance, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students.

These terms are important for tracking and addressing attendance issues and have been defined within Appendix A.

Roles and Responsibilities

Governance

- Trustees will ensure that all schools comply with all relevant statutory requirements related to attendance.
- Trustees will enable appropriate staffing and funding arrangements, overseeing the schools' work within financial constraints.
- Trustees ensure that attendance procedures are effectively implemented throughout all schools.
- Trustees will monitor and evaluate attendance through the Quality of Education Committee to identify trends and areas of focus.

The Role of the Trust

The trust central team will:

- Approve The Rivers C.of E. Academy Trust's Attendance Policy and agree the approach to meeting pupils' attendance needs.
- Ensure schools remain informed about up-to-date research linked to attendance and any changes in attendance guidance or policy.
- Ensure collaboration between each school/setting's Senior Attendance Champion through Attendance network opportunities to enable sharing of best practice, alignment and standardisation where appropriate.
- Monitor the effectiveness of attendance processes and support in each school/setting through monitoring visits.
- Support individual schools with complex attendance cases.
- Use resources efficiently through central procurement or sharing goods/services where appropriate.
- Identify emerging trends, similarities and differences within attendance locally, nationally and across the trust, to support the adaptation of provision where appropriate.

The Role of the Headteacher/Head of Setting

The headteacher/head of setting will:

- Maintain overall responsibility for the implementation of all aspects of provision including attendance support.
- Designate a member of the senior leadership team to be the Senior Attendance Champion and ensure sufficient time is provided to complete the requirements of the role.

- Monitor the impact of any implemented attendance strategies.
- Set attendance targets and benchmarks for improvement, regularly reviewing progress toward these goals.
- Communicate the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels.
- Approve submissions of fixed-penalty notices.

The Role of the Senior Attendance Champion

The Senior Attendance Champion will:

- Be a member of the senior leadership team.
- Be knowledgeable about legal requirements relating to attendance, ensuring the school/setting remains compliant, ensuring that accurate records are maintained.
- Set a clear vision for improving and maintaining good attendance.
- Promote a positive school culture where attendance is valued and pupils feel motivated and supported to attend regularly.
- Continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required.
- Oversee regular attendance data analysis, using this to identify trends and patterns.
- Establish and maintain effective systems for tackling absence and ensure they are followed by all staff.
- Evaluate the effectiveness of attendance strategies and interventions, adapting approaches based on data and feedback to achieve sustained improvements in attendance rates.
- Liaise with pupils, parents/carers and external agencies, where needed.
- Build close and productive relationships with parents/carers to discuss and support attendance.
- Create attendance support plans in partnership with pupils and their parents/carers, involving any external agencies where relevant.
- Deliver targeted intervention and support to pupils and their parents/carers.
- Provide professional development and training for staff to ensure attendance is a collective responsibility as part our culture that 'attendance is everyone's responsibility'.
- Work closely with the Designated Safeguarding Lead (DSL) to ensure attendance concerns are assessed within the wider safeguarding context.
- Collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.
- Advise the headteacher/head of setting when to issue fixed-penalty notices.

The Role of the Attendance Officer

The attendance officer will:

- Take day-to-day responsibility for implementing the school/setting's attendance processes.

- Maintain accurate attendance records.
- Be the point of contact for parents/carers regarding absence reporting.
- Support the Senior Attendance Champion with producing and monitoring attendance data.
- Accurately code absences following DfE legislation (Appendix B).

The Role of Staff

All staff will

- Promote high expectations for attendance and punctuality, ensuring pupils understand the importance of attending school regularly and arriving on time.
- Maintain a welcoming, inclusive and supportive environment that encourages pupils to attend, engage and achieve.
- Monitor attendance, punctuality and patterns of absence, reporting concerns promptly in line with school procedures.
- Identify and respond early to emerging attendance concerns, working proactively to remove barriers to attendance.
- Build positive relationships with pupils and families, maintaining effective communication to support regular attendance.
- Provide appropriate pastoral, academic and emotional support to pupils whose attendance is causing concern.
- Be alert to factors that may affect attendance, including special educational needs, health needs, wellbeing concerns, bullying or family circumstances, and will report these appropriately.
- Work collaboratively with colleagues, families and external agencies to implement effective attendance support and intervention strategies.
- Follow and consistently implement the school's attendance, behaviour and safeguarding policies and procedures.
- Maintain accurate and timely attendance records and ensure information is shared appropriately with relevant staff.
- Recognise, encourage and reinforce positive attendance and punctuality through praise, celebration and other agreed approaches.
- Model professional standards through their own punctuality, reliability and commitment to promoting a culture of excellent attendance.

The Role of Parents/Carers

Parents/carers will:

- Establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.
- Communicate with the school/setting promptly if a child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.

- Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.
- Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.
- Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.
- Participate in parent/carer meetings with school which will provide an opportunity to discuss your child's progress and address any attendance or academic concerns.
- Seek support when needed. If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.
- Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

Inclusive Attendance

The Rivers C.of E. Academy Trust is committed to promoting excellent attendance and ensuring that all schools/settings fulfil their statutory responsibilities for attendance, safeguarding and pupil welfare. Regular attendance is fundamental to pupils' safety, wellbeing, achievement and future success.

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

The Inclusive Attendance Professional Development Model

This model fundamentally guides our attendance approach.

Comprising of six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff.

Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management seamlessly integrate theory into practice.



Figure 1. The Six Inclusive Attendance Learning Modules.

A Multi-Tiered System of Support

To guarantee a comprehensive approach to attendance, we implement a Multi-Tiered System of Support for school attendance which involves three tiers of intervention (Appendix C).

Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance".

- **Tier 1 – Universal Support**
  Support is provided for all pupils through a positive attendance culture, strong relationships, high-quality inclusive teaching and clear communication with families alongside regular promotion and celebration of good attendance. The aim is to prevent attendance difficulties before they arise.

- **Tier 2 – Targeted Support**
  Targeted support is provided for pupils whose attendance is beginning to decline or who are at risk of persistent absence. Schools/settings work with pupils and families to understand barriers, implement personalised strategies, and provide early help to improve attendance.

- **Tier 3 – Specialist Support**
  Intensive, multi-agency support for pupils and families with complex or entrenched attendance challenges. This may involve specialist services, external agencies, and coordinated plans to address significant barriers to school attendance.

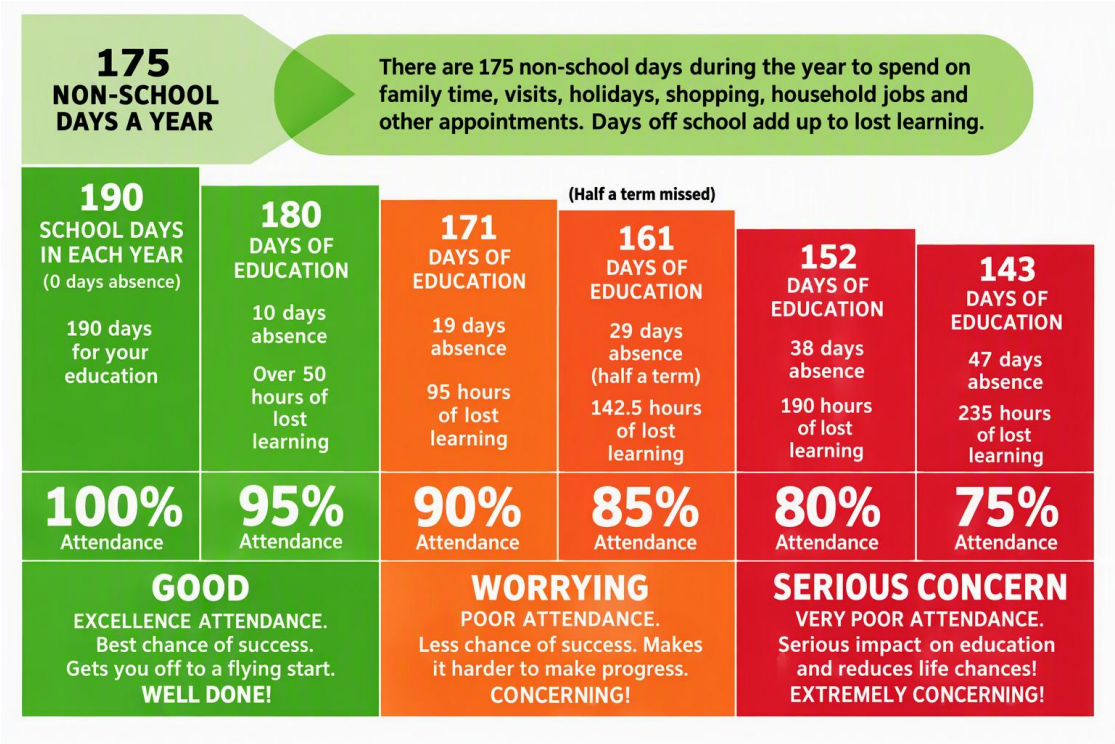
The Importance of School Attendance

School attendance plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of our educational system. Regular attendance to school can have a significant impact on:

- **Academic Achievement**: Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- **Knowledge Acquisition**: School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- **Social Development:** School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- **Building Routine**: School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- **Teacher Interaction**: Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.

- **Preventing Knowledge Gaps**: Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- **School Engagement**: Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- **Legal and Parental Responsibility**: Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- **Community Well-being**: High levels of school attendance contribute to the overall well-being of communities.

Every day at school counts. All pupils should aim to be in school every day.



Factors Influencing Attendance

There are a number of factors that may impact upon attendance. If parents/carers have any concerns they should be raised with the school at the earliest opportunity. Examples may include:

- **Health Issues:** Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a pupil's ability to attend school regularly. Further guidance will be found using the NHS health guidance Is my child too ill for school?
- **Family Circumstances:** Family-related factors such as bereavement, family illness, circumstances of family living abroad, or caring responsibilities may result in absences from school.
- **Young Carers:** The Trust recognises that pupils who have caring responsibilities may experience additional barriers to regular attendance. Young carers will be identified

wherever possible, with appropriate information recorded and attendance monitored. The school will work with the pupil, parents/carers and relevant services to understand and address any barriers to attendance and provide appropriate support.

- **Bullying and Safety Concerns:** Experiences of bullying, harassment, or safety concerns at school can deter pupils from attending. They may fear for their safety or well-being, leading to increased absenteeism.
- **Transportation Issues:** Difficulty in accessing transportation to school, especially in rural areas, may affect attendance. Lack of reliable transportation options can lead to sporadic attendance.
- **Socioeconomic Factors:** Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.
- **Special Educational Needs and Disabilities (SEND):** Pupils with special educational needs may require additional support and accommodations to attend school regularly. Failure to provide appropriate support can lead to absences.
- **School Climate:** A positive and inclusive school climate can encourage attendance, while a negative or unwelcoming environment can have the opposite effect. Pupils who feel disconnected or unsupported at school may skip classes or stay home.
- **Engagement and Motivation:** Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may skip school.
- **Academic Challenges:** Pupils facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.
- **Cultural and Language Barriers:** Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.
- **Peer Pressure and Social Factors:** Influence from peers can impact attendance. Children may skip school to align with the behaviour of their peers or to engage in social activities outside of school.
- **Parental Involvement:** Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.
- **Religious observances:** The school will take advice from local religious leaders of all faiths to establish the appropriate number of days absence required for religious festivals.

The Rivers C.of E. Academy Trust works to address factors which influence attendance. All schools/settings across our trust implement strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment.

Understanding the specific factors affecting attendance for individual children is crucial for developing targeted interventions and support systems to improve attendance rates. These specific factors are addressed at school level.

Safeguarding Children and Attendance

The Rivers C.of E. Academy Trust has a duty to safeguard the welfare of all pupils. The school will monitor attendance patterns and trends closely and will respond promptly where concerns arise. Attendance concerns will be shared with the Designated Safeguarding Lead (DSL) where appropriate. Attendance information forms part of the school's safeguarding procedures and may be considered alongside other information when assessing a child's welfare and safety.

Prolonged or repeated absences from school can be critical indicators of various safeguarding concerns. Where a pupil's whereabouts is unknown, or where there are concerns regarding a pupil's welfare, the school will undertake appropriate safeguarding actions, including home visits, contact with other agencies and referral to the Local Authority and/or Police where necessary.

The Rivers C.of E. Academy Trust's response to persistently absent pupils and children missing education is designed to identify and address such issues promptly. By intervening early, we aim to prevent these pupils from becoming children missing education in the future. This approach is crucial not only when problems first emerge but also for pupils already known to local authority children's social care who require a social worker, such as those identified as children in need, young carers, those with a child protection plan, or looked after children.

As part of its safeguarding and attendance procedures, the school may undertake home visits where a pupil's absence gives cause for concern, where contact cannot be established with parents/carers, or where a prolonged absence requires additional welfare checks and support

Day-to-Day Processes for Managing Attendance

Marking Registers

Registers will be taken at the same designated time for all pupils during the morning session and the afternoon session in accordance with current attendance regulations and DfE guidance. These are identified within the school/setting information on Page 2.

The register will identify where every pupil is, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024 as identified in Appendix B.

Reporting a Child's Absence

Parents/carers must contact the school/setting on the first day of their child's absence to provide the reason for the absence by the time identified within the school/setting information on Page 2 and using the contact details also provided on Page 2.

Daily updates must be provided to the school/setting, even where the same reason persists.

The Rivers C.of E. Academy Trust recognises that mental health difficulties can affect a pupil's ability to attend school regularly. The school will work proactively with pupils, parents/carers and, where appropriate, external agencies to identify barriers to attendance and provide support.

Parents/carers are encouraged to contact the school at the earliest opportunity if they have concerns regarding their child's emotional wellbeing or mental health and feel that this may be affecting attendance. The school will consider individual circumstances and work collaboratively

with families to develop supportive strategies that promote regular attendance whilst recognising the needs of the child.

Requesting Absence Leave - Including Holiday Requests

Parents/carers must request any leave of absence for their child in writing by completing .

Once completed and returned to the school office, further communication may be requested by the Senior Attendance Champion, Designated Safeguarding Lead (DSL) or headteacher/head of setting before a decision is made.

Leave of absence during term time will only be authorised in exceptional circumstances at the discretion of the headteacher/head of setting. The decision will be followed up in writing.

Following Up Unexplained Absence

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

- **Step 1** - Send a communication to inform the parent/carers that their child has not arrived at school when the absence is unexplained, within 30 minutes of the register closing, and request that the parents/carers contact the school/setting.
- **Step 2** – Make a follow up telephone call to the parents/carers of any pupils where there remains an unexplained absence to ascertain the reason.
    - If unable to gain contact from parents/carers, staff will use the emergency contacts provided to the schools/setting.
    - Where no contact has been made with a parent/carer or emergency contact, and the child's whereabouts remain unknown, the school may undertake a home visit.
    - Where contact has been maintained with the parent/carer, but the pupil remains absent from school, the school may undertake a welfare home visit after five consecutive school days of absence to offer support, assess any barriers to attendance and ensure the child's wellbeing.

Following communication through Step 1 and/or Step 2, the school/setting will then:

- Identify whether the absence is or is not approved.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained
- Ensure that any concerns following Step 1 and Step 2 have been completed, any safeguarding concerns are reported to the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).

Where the absence continues longer than one day, parents/carers are expected to make daily contact with the school setting at the earliest opportunity. Where an absence continues, the school/setting will:

- Call the parent/carer each day that the absence continues without explanation, to make sure appropriate safeguarding action is taken where necessary.
- Where appropriate, offer support to the pupil and/or their parents/carers to improve attendance

- Where support is not appropriate, not successful, or not engaged with we will consider issuing a notice to improve, penalty notice or other legal intervention.

Punctuality
The Rivers C.of E. Academy Trust sets high expectations for the punctuality of all pupils and communicate these regularly to pupils and parents/carers through all available channels.

The following codes will be used to record punctuality in line with the DfE coding requirements identified in Appendix B.

- **Late** – where a pupil arrives late but before the register closes
- **Unauthorised Absence** – where a pupil arrive late but after the register closes

The register closure times are identified within the school information on Page 2.

Punctuality will be tracked and monitored daily and analysed on a weekly basis. Where a child has arrived late more than three times in a rolling 10-week period this will be monitored closely, support put in place to improve punctuality and where appropriate further action taken.

Where appropriate, support will be offered to the pupil and/or their parent/carers to improve punctuality. Where support is not appropriate, not successful, or not engaged with a penalty notice can be requested in the event of there being more than 10 late arrivals after the close of registers in the space of a rolling 10-week period.

The National Framework for Penalty Notices

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.

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, their parents/carers are guilty of an offence. Parents/carers 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.

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 a more appropriate response to a pupil's irregular attendance.

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.

From August 2024, a penalty notice may be considered where there are 10 unauthorised sessions (equivalent to 5 school days) within a rolling 10 school week period. The first penalty notice issued to a parent in a three-year period is £160 per parent, per child if paid within 28 days, reduced to £80 if paid within 21 days. A second penalty notice within three years will be charged at £160 with no reduction available. A third offence within three years may result in prosecution.

Removal From Roll

This refers to the process of a child's name being officially taken off the school's register. The are a number of circumstances for removal from roll including (but not limited to):

- **Elective Home Education (EHE)**
  An option that some parents/carer choose
- **Extended non-attendance**
  Including 20 continuous days of absence

Prior to removal from roll, parents/carers will be invited to meet with the Senior Attendance Champion and/or the headteacher/head of setting to discuss any concerns that may be impacting the request. Any verbal communication will be confirmed in writing following the meeting.

The Senior Attendance Champion will liaise with the headteacher/head of setting and the appropriate Local Authority attendance teams where appropriate.

Part-time Timetables

A part-time timetable will only be considered in exceptional circumstances where it is deemed necessary to support a pupil's individual needs, such as significant medical, mental health, or reintegration requirements.

- Part-time timetables are implemented as a short-term intervention and must not be used as a long-term alternative to full-time attendance.
- Any arrangement will be agreed in partnership with parents/carers and, where appropriate, external professionals.
- A clear support plan, expected outcomes, review dates, and a planned pathway back to full-time education will be documented.
- The Senior Attendance Champion will monitor all part-time timetables within the school/setting regularly to ensure they remain appropriate, proportionate, and in the best interests of the child.
- The Senior Attendance Champion will liaise closely with other school leaders including the headteacher/head of setting and other leaders responsible for SEND, behaviour and safeguarding.
- Safeguarding considerations will be reviewed throughout the arrangement, and attendance will continue to be closely monitored.

Promoting and Celebrating Good Attendance

The Rivers C.of E. Multi Academy Trust seeks to be proactive when dealing with attendance issues. We aim to provide high-quality inclusive teaching, curriculum flexibility, mentoring, and multi-agency working, striving to improve attendance for all children.

The benefits of good attendance should be promoted through the following strategies:

- Engaging and challenging experiences in the classroom.
- Engaging experiences outside of the classroom.
- Class attendance display updated weekly.
- The attendance tracker is used to set clear targets for that pupil using a manageable timeframe.
- Teacher mentoring of target pupils.
- Place on an attendance support plan.
- Meeting with teacher and parents in school.
- Meeting with SLT and parents.
- Use of the trust attendance lead to challenge, support, and where necessary, prosecute parents.
- Bespoke rewards set with class teacher and phase leaders/SLT.
- Parents attendance meetings.
- Weekly sharing of class attendance progress in staff briefings.
- Parent contracts.

The benefits of good attendance may be celebrated through the following activities:

- Letters home thanking parents.
- Certificates.
- Celebration assemblies.
- Class attendance board
- Class group: experiences/rewards.
- Individual experiences/rewards.

Monitoring Absence

All schools/settings within The Rivers C.of E. Academy Trust will maintains a rigorous approach to monitoring attendance. Particular attention given to pupils whose attendance places them at risk of persistent absence, those with persistent absence (below 90%) or severe absence (below 50%). See Appendix A for further detail around these definitions.

Attendance information is reviewed regularly by leaders to identify emerging concerns, patterns and trends at both individual and cohort level. This monitoring includes consideration of specific

groups, including disadvantaged pupils, pupils with SEND, children looked after, young carers, pupils with medical needs and any other vulnerable groups identified within the school/setting.

Where concerns are identified, leaders will seek to understand the underlying causes of absence and implement timely, appropriate support to address barriers to attendance.

Pupils identified as persistently or severely absent will receive a graduated level of intervention proportionate to their needs. This may include

- Regular attendance reviews,
- Parental meetings,
- Personalised attendance plans,
- Early help/family help assessments
- Engagement with external agencies where appropriate.

Leaders will monitor the impact of interventions closely and adapt support where attendance is not improving. Attendance data for vulnerable groups will be routinely analysed and reported to ensure that attendance remains a strategic priority and that any disproportionality between groups is identified and addressed promptly.

All schools/settings are committed to working in partnership with families and external professionals to secure sustained improvements in attendance and ensure that all pupils are able to access the full educational experience.

Concerns and Complaints

Should a parent/carer have concerns they should in the first instance discuss this with the Senior Attendance Champion.

If concerns persist, parents/carers should discuss this with the headteacher/head of setting.

Should the concerns still not be resolved, the matter may then be raised in accordance with The Rivers C.of E. Academy Trust Complaints Policy which is published on the trust's website.

Appendix A – Definitions

Absence
Arrival at school after the register has closed.
Not attending school for any reason.

Authorised Absence
An absence for sickness for which the school has granted leave.
Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
Religious or cultural observances for which the school has granted leave
An absence due to a family emergency

Unauthorised Absence
Parents/carers keeping children off school unnecessarily or without reason.
Truancy before or during the school day.
Absences which have never been properly explained
Arrival at school after the register has closed.
Absence due to shopping, looking after other children or birthdays.
Absence due to day trips and holidays in term-time which have not been agreed.
Leaving school for no reason during the day.

Persistent Absence (PA):
A term used to describe a level of student absence from school that is considered to be a significant cause for concern.

In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

Risk of Persistent Absence:
The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

While there is no specific threshold for "Risk of Persistent Absence", it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as "Risk of Persistent Absence".

Severe Absence (or Severe Persistent Absence):
The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

Appendix B – DfE Attendance Coding

Attending the school/setting	
/ \	Present in school
L	Late arrival before the register is closed
K	Attending education provision arranged by the Local Authority (e.g. S19/home tuition)
V	Attending an educational visit or trip arranged and supervised by the school
P	Participating in a sporting activity approved by school (with safeguarding/supervision)
B	Attending any other approved educational activity (e.g. visiting a school or attending unregistered Alternative Provision)
D	Dual registered at another school (including registered Alternative Provision)
Absent – Leave of absence	
C1	Participating in a regulated performance or undertaking regulated employment abroad
M	Attending a medical or dental appointment
S	Pupil studying for a public examination
J1	Attending an interview for admission to another educational institution
X	Non-compulsory school age pupil not required to attend school (e.g. agreed part-time timetable for pupils not of compulsory school age)
C2	Compulsory school age pupil subject to a part-time timetable
C	Leave of absence for exceptional circumstances
Absent – Other authorised reasons	
T	Parent travelling for trade or business and the pupil is travelling with them
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made
Absent – Unable to attend school due to unavoidable causes	
Q	Lack of access arrangements (where Local Authority has a duty to provide transport but has not)
Y1	Transport normally provided (by school or Local Authority) is not available
Y2	Widespread disruption to travel due to local/national/international emergency
Y3	Part of the school premises being unavoidably closed
Y4	Whole school site being unexpectedly closed
Y5	Pupil is in criminal justice detention
Y6	Public health guidance or law prevents attendance
Y7	Other unavoidable cause (that affects the pupil not the parent)
Absent – Unauthorised absence	
G	Holiday not granted by the school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances (e.g. school not satisfied that the reason would be recorded using one of the codes statistically classified as authorised)
U	Arrived in school late after the register has closed
Administrative codes	
Z	Prospective pupil not on admission register
#	Planned whole school closure

Further details on all codes can be found within DfE guidance (p81 onwards)

Appendix C – Inclusive Attendance Multi-Tiered System of Support

