

Attendance Policy

This policy is effective in Heatherbrook Primary Academy, part of the Learning without Limits Academy Trust

Associated Trust Policy:	Associated Academy Policy:
Lone Working Policy	Arranging Education for Learners who Cannot Attend School because of Health Needs Policy
Suspensions and Exclusions Policy	Behaviour Policy
	Child Protection and Safeguarding Policy

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This document is a Trust created template policy for use in all Trust Academies. It is the responsibility of individual Academies to insert information into the document where indicated so that it is relevant to local circumstances and practice, whilst not removing any content contained within it, prior to the policy being noted by Local Governing Bodies.

The Senior Attendance Champion is: Izzy Reid-Mackay at Heatherbrook Primary Academy

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1. Aims of this Policy

- 1.1. Improving attendance is everyone's business. The barriers to accessing education are wide and complex and often specific to individual learners and their families. There is a defined link to improving school attendance and the wider school culture with the importance of working in partnership with families to find supportive methods to improve school attendance.
- 1.2. The aim of this policy is to ensure all learners, from Early Years Foundation Stage (EYFS) to Year 11, have access to education. We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:
 - Recognising and ensuring every learner has access to the full-time education to which they are entitled
 - Recognising it is the responsibility of everyone in the Academy to improve attendance and punctuality
 - Promoting and rewarding good attendance
 - Reducing absence, including persistent and severe absence
 - Acting early to address patterns of absence whilst recognizing some learners find it harder to attend school than others
 - Building strong relationships with families to ensure learners have the support in place to attend school
 - Promoting a culture across the Academy, and the wider Trust, which supports and identifies the importance of regular and punctual attendance
- 1.3. We will also promote and support punctuality in attending lessons.
- 1.4. The Academy takes a whole school approach to maintaining excellent attendance and it is the joint responsibility of learners, parents/carers and all staff members to ensure learners attend as they should and recognize attendance as the essential foundation to positive outcomes for all learners, including their safeguarding and welfare.

2. Legislation and Statutory Guidance

- 2.1. This policy meets the requirements of the working together to improve school attendance from the Department for Education (DfE applies from 26 July 2026), and Summary table of

responsibilities for school attendance (DfE applies from 26 July 2026) and refers to the DfE [statutory guidance on school attendance parental responsibility measures](#) (updated January 2026). These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Part 6 of [The Education Act 1996](#)
- Part 3 of [The Education Act 2002](#)
- Part 7 of [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- [Arranging Education for Children who Cannot Attend School Because of Health Needs](#)
- [The Children Act 1989](#)

2.2. It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education 2026 - \(July 2026 for information only version\)](#)
- [Suspension and permanent exclusion from maintained schools academies and pupil referral units in England including pupil movement](#)
- [children missing education statutory guidance for local authorities and schools](#)
- [Working together to improve school attendance 2026](#)
- [DfE's Monitor your school attendance: user guide](#)
- [DfE Elective Home Education](#)
- [DfE Supporting Pupils at School with Medical Conditions](#)
- [DfE Mental health issues affecting a pupil's attendance: guidance for schools](#)
- [DfE Mental Health and-Wellbeing Support in Schools and Colleges](#)
- [DfE Promoting Children and Young Peoples Emotional Health and Wellbeing](#)
- [DfE Providing Remote Education - Guidance for Schools](#)
- [DfE Alternative Provision](#)
- [DfE Pupil Wellbeing, Behaviour and Attendance](#)
- [DfE SEND Code of Practice 0-25](#)
- [Equality Act 2010](#)
- Considerations under the [United Nations Convention on the Rights of the Child](#)

2.3. Guidance specific to the Trust:

- [Leicester City Council - Supporting the education of children with medical needs](#)
- [Leicestershire County Council - Education for children with medical needs](#)
- [Healthy Schools - Pregnant Pupils Guidance for schools](#)
- [Leicestershire County Council - School Attendance](#)
- [Leicestershire County Council - Pupils missing out on education and children missing](#)
- [Leicester City Council - Attendance and Truancy](#)
- [Leicestershire County Council - Home-Education](#)

2.4. Consideration should be given to the [NICE guidelines](#) (National Institute for Health and Care Excellence), alongside the relevant professionals.

- 2.5. The Academy is dedicated to complying with the attendance law set out by this legislation and the local procedures in place.

3. Who is responsible for carrying out this policy?

- 3.1. The CEO and the Principal of each Academy have overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework.
- 3.2. All members of academy staff are responsible for the success of this policy and must ensure that they familiarise themselves with it and act in accordance with its aims and objectives.
- 3.3. The implementation of this policy will be monitored by the Principal of each Academy and will remain under constant review by the Learning without Limits Academy Trust.

3.2. The Board of Trustees

- 3.2.1. The Board of Trustees has ultimate responsibility for Attendance in each Academy, but delegates responsibility for the strategic management of such matters to the Academy's governing body.

3.3. The Governing Board

- 3.3.1. The governing board is responsible for:
- Promoting the importance of school attendance across the Academy's policies and ethos
 - Making sure Academy leaders fulfil expectations and statutory duties by reviewing and challenging the attendance data during Governor visits with the Senior Attendance Champion and LGB meetings
 - Making sure staff receive adequate training on attendance
 - Holding the Principal to account for the implementation of this policy

3.4. The Principal

- 3.4.1. The Principal is responsible for:
- Implementation of this policy at the Academy
 - Monitoring school-level absence data and reporting it to governors
 - Supporting staff with monitoring the attendance of individual learners
 - Monitoring the impact of any implemented attendance strategies
 - Supporting staff to issue Penalty Notices, where necessary

3.5. The Senior Attendance Champion Responsible for Attendance

- 3.5.1. The Senior Attendance Champion at Heatherbrook Primary Academy is responsible for:
- Leading attendance across the Academy with the support of the Trust Safeguarding and Attendance Lead
 - Offering a clear vision for attendance improvement
 - Evaluating and monitoring expectations to establish and maintain effective processes for tackling absence

- Having an oversight of data analysis to focus the collective efforts of the school team with particular reference to the [DfE's Monitor your school attendance: user guide](#)
- Devising specific strategies to address areas of poor attendance identified through data
- Building relationships with parents/carers to discuss and tackle attendance issues
- Ensuring that key attendance messages are communicated to parents/carers and learners consistently
- Creating intervention reintegration plans in partnership with learners and their parents/carers
- Delivering targeted intervention and support to learners and families
- Ensure all staff know the importance of good attendance and receive the training or professional development that they require
- Adhere to the requirement of data sharing introduced through the Education (Information about Individual Pupils)(England)(Amendment) Regulations 2024
- Attend the termly Target Support Meeting with the representative from the Local Authority to ensure positive working relationships and improvements are made
- The Senior Attendance Champion responsible for attendance is Izzy Reid-Mackay and can be contacted via telephone number: 0116 2357721 or/and email address: hea-office@heatherbrook.lwlat.org.uk

3.6. The Phase Leaders

3.6.1. The Phase Leaders are responsible for:

- Monitoring and analysing attendance data (see section 10) and compile effective strategies to support improvements
- Benchmarking attendance data to identify areas of focus for improvement
- Building strong working relationships with families, listening to and understanding barriers to attendance in order to remove the difficulties. Implementing action plans and monitoring progress, which may include holding review meetings, in relation to both learners and parent/carers who continue to have low attendance, in order to tackle persistent absences
- Being mindful of learners absent from school due to mental or physical ill health or those with special educational needs and/or disabilities and provide them with additional support in order to achieve
- Providing regular attendance reports to Academy staff and reporting concerns about attendance to the Senior Attendance Champion responsible for attendance, the Principal and the Trust Safeguarding and Attendance Lead
- Working with the Trust Safeguarding and Attendance Lead and Local Authority team to tackle persistent absence and severely persistent absence learners whilst recognising attendance is everyone's responsibility, never "solved" but a continuous process

- Working with the Trust Safeguarding and Attendance Lead and supporting the decision when to issue Penalty Notices
- Taking into account individual needs when implementing this policy, including having regard to the Academy's obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child
- Reporting those learners deemed "absent or missing from education" using the DfE statutory guidance (Sept 2016 and the [DfE's Working Together to Improve School Attendance August 2024](#)) and the local protocols to recognise missing education is a vital sign to a range of safeguarding issues.

3.6.2. The phase leaders are Simone Southwart (Early Years Foundation Stage), Lewis Batting (Key Stage One) and Izzy Reid-Mackay (Key Stage Two) and can be contacted via telephone number: 0116 2357721 or/and email address: he-office@heatherbrook.lwlat.org.uk

3.7. Class Teachers/Form Tutors

3.7.1. Class teachers/form tutors are responsible for recording attendance on a daily basis via SIMS, using the correct codes, and submitting this information to the Academy office within 10 minutes after the start of each lesson.

- Promoting good attendance to learners and their parents/carers which includes forming positive working relationships
- Ensuring that the teaching and learning experiences encourage regular attendance and that learners are taught the value of high attendance for their own personal progression and achievement.
- Ensuring that they are fully aware and up to date with the attendance processes within Heatherbrook Priamry Academy

3.8. Academy Office Staff

3.8.1. Academy office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the Academy system
- Transfer calls from parents/carers to the relevant Phase Leader or Class Teacher in order to provide them with more detailed support on attendance
- Ensure the admission register (referred to as the school roll) must contain specific personal details for every learner in the Academy, with particular reference to the start date, parental information and last known school attended.
- Ensure a learner's name is lawfully deleted/removed from the admission register, if the reason is set out in Regulation 9 of the School Attendance (Pupil Registration)(England) Regulations 2024

3.9. Parents/Carers

3.9.1. Parents/carers are expected to:

- Enroll/register their child at the Academy and work with the Academy to ensure a smooth transition and prevent being deemed a child “absent or missing education”
- Make sure their child attends every timetabled session on time and with the necessary equipment
- Engage with their child’s education – support their learning in what they have been doing and promote the value of good education
- Encourage and support their child’s aspirations
- Call the Academy to report their child’s absence before by 8.45am on the day of the absence and each subsequent day of absence and advise when they are expected to return
- Provide the Academy 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
- Where an appointment must take place during school time, the learner should attend the Academy for as much of the day as possible and as much prior notice as possible should be given to form tutor. Confirmation of the appointment by way of an appointment card or letter must be provided
- Keep the Academy informed of any circumstances which may affect their child’s attendance
- Not take their child out of education for holidays during term time
- Inform the Academy in advance of any proposed change of address for their child(ren), along with the name of the parent with whom the child shall live
- Use the Academy as part of a support mechanism when they/their child is having difficulties and work to form a positive working relationship to enable good communication to exist

3.10. Learners

3.10.1. Learners are expected to:

- Attend every timetabled session on time
- Talk to staff members if they are experiencing difficulties either at home or at school which may impact upon their attendance

4. Admission Register

- 4.1. The school admission register must be kept in accordance with the School Attendance (Pupil Registration)(England) Regulations 2024 with specific guidance from Regulation 8 which sets out the contents of the admission register.
- 4.2. The names of all learners both compulsory and non-compulsory school age must be entered on to the admission register.
- 4.3. The admission register must be kept up to date and parents/carers are required to advise of any changes whenever they occur and ensure the admission register is amended as soon as possible. Parents/carers should be informed that if a learner is removed from the Academy roll, there is no automatic entitlement to return to the Academy and parents/carers are

required to follow the in-year admission process for Leicester City Council or Leicester County Council to re-renter the education system.

- 4.4. In accordance with Regulation 13 (1) to (3) the Academy must make a return to the Local Authority within 5 days of adding a learner's name to the admission register with all the information held about the learner.
- 4.5. A learner's name can only be deleted from the admission register for a reason set out in Regulation 9 of the School Attendance (Pupil Registration)(England) Regulations 2024. A learner's name must not be removed for any reason.
- 4.6. In accordance with Regulation 13 (4) to (6) the Academy must make a return to the Local Authority when deleting a learner's name from the admission register.
- 4.7. The Academy cannot retrospectively delete a learner's name from the admission register or attendance register. The admission register and attendance register must be an accurate record of who is a registered learner and their attendance at any given time.

5. Recording Attendance

5.1. Attendance Register

- 5.1.1. The Academy maintains an attendance register, which must be kept electronically and uses this to record each learner's attendance at the start of the school day and again in the afternoon. All learners (regardless of their age) are placed onto this register and have their attendance recorded in the attendance register
- 5.1.2. It will mark whether every learner is:
 - Present at the start of each morning session of the school day and once during an afternoon session
 - Attending an approved off-site educational activity
 - Absent using the national attendance and absence codes from regulation 10 of the School Attendance (Pupil Registration (England) Regulations 2024)
 - Unable to attend due to exceptional circumstances
- 5.1.3. 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
- 5.1.4. See appendix 1 for the DfE attendance codes.
- 5.1.5. We will also record:
 - Whether the absence is authorised or not
 - The nature of the activity if a learner is attending an approved educational activity
 - The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

- 5.1.6. We will keep every entry on the attendance register for 6 years after the date on which the entry was made.
- 5.1.7. Learners must arrive in school by 8.45am on each school day.
- 5.1.8. The register for the first session will be taken at 8.45am and will be kept open until 9.15am. The register for the second session will be taken at 1.00pm and will be kept open until 1.30pm.

5.2. Unplanned Absence

- 5.2.1. The learner's parent/carer must notify the Academy of the reason for the absence on the first day of an unplanned absence by <TIME> or as soon as practically possible by calling the Academy office staff (see also section 10). Where contact is not received from the parent/carer, the Academy staff will contact via text, email, telephone or letter to establish the reason for the absence.
- 5.2.2. If absence is to continue beyond the first day, parents/carer are asked to keep the Academy informed.
- 5.2.3. We will mark absence due to physical or mental illness as authorized, unless the Academy has a genuine concern about the authenticity of the illness.
- 5.2.4. Where the absence is longer than 3 days or there are doubts about the authenticity of the illness, the Academy will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. The Academy will not ask for medical evidence unnecessarily. If the Academy has been unable to make contact, the named emergency contacts will be contacted to assess if they are aware of the learners whereabouts.
- 5.2.5. If the Academy is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.
- 5.2.6. Using the graduated response process to determine the vulnerability or ongoing reason for absence of the learner, the staff will complete a welfare home visit to the home address and discuss the return to school. The Academy will prioritise those children considered vulnerable e.g., Looked After Children; children subject to Child Protection Plans; children open to Social Care as a Child in Need; children who have previously been reported missing; primary aged children who make their own way to school; children who are deemed young carers; children who have additional needs.

5.3. Planned Absence

- 5.3.1. Attending a medical or dental appointment will be counted as authorised as long as the learner's parent/carer notifies the Academy in advance of the appointment.
- 5.3.2. However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the learner should be out of school for the minimum amount of time necessary.
- 5.3.3. The learner's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence.

5.4. Lateness and Punctuality

5.4.1. A learner who arrives late:

- Before the register has closed will be marked as late, using the appropriate code L (between 8.46 and 9.15)
- After the register has closed will be marked as absent, using the appropriate code U (from 9.15am)

5.4.2. The Academy identifies and responds to ongoing punctuality issues by:

- discussing reasons for lateness informally to check that there are no underlying problems.
- Speaking to parents about the reason for lateness on the first day of late attendance and offering support to improve punctuality where needed
- Persistent lateness may lead to letters home and a sequence of formal meetings with the Phase Leader, parents and learner.

5.5. Following up Unexplained Absence

5.5.1. Where any learner fails to arrive or to attend school, or stops attending, without reason, the Academy will:

- Call/text/email the learner's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the Academy cannot reach any of the learner's emergency contacts, the Academy may conduct a home visit
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the Academy will consider involving an Education Welfare Officer

5.6. Reporting to Parents/Carers

5.6.1. The Academy will regularly inform parents/carers about their child's attendance and absence levels via written reports, home calls, home visits and meetings.

6. Authorised and Unauthorised Absence

6.1. 'Authorised absence' is defined as the Academy has either given approval in advance for a learner of compulsory school age to be away from the Academy or has accepted an explanation offered afterwards as justification for absence.

6.2. Approval for term-time absence

6.2.1. In general, the DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance. Leave of absence should not be granted for a pupil to take part in protest activity during school hours.

- 6.2.2. The Principal will only grant leave of absence to a learner during term time if they consider there to be 'exceptional circumstances'.
- 6.2.3. The Academy considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request. A leave of absence, including the length of time, is granted solely at the Principal's discretion. All schools are expected to restrict leave of absence as set out in regulation 11 of the School Attendance (Pupil Registration)(England) Regulations 2024
- 6.2.4. Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence. The Principal may require evidence to support any request for leave of absence.
- 6.2.5. Valid reasons for **authorised absence** include:
- Illness (including mental illness) and medical/dental appointments (see sections 5.2 and 5.3 for more detail). Other examples include bereavement and study leave.
 - Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the learner's parents/carers belong. If necessary, the Academy will seek advice from the parents'/carers' religious body to confirm whether the day is set apart
 - Parent travelling for occupational purposes - The learner is a 'mobile child' and the parent is travelling in the course of their trade or business and the learner is travelling with them. A 'mobile child' has no fixed abode, is a learner of compulsory school age that is aged 6 years or older and the parent can evidence the child has attended school for at least 200 sessions in the preceding 12 months.
 - Taking part in a regulated performance or employment abroad in line with a licence issued by the Local Authority
 - Attending an interview for entry into another educational institution or for future employment when requested in advance from the parent/carer
 - Leave of absence for purpose of study leave for public examinations as agreed in advance with a parent/carer the learner normally lives with
 - A temporary, time limited part-time timetable where the learner is of compulsory age, the parent who the learner normally lives with and the school have agreed for exceptional reasons. The agreed times and dates of expected attendance should be included as part of the timetable

7. Part Time Timetable

- 7.1. All learners of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances their education may be provided partially at school and partially at another setting.
- 7.2. In very exceptional circumstances, where in the learner's best interests, there may be a need for a school to provide a learner of compulsory age with less than full-time education

through a temporary part-time timetable or flexible arrangement to meet their individual needs. For example, where a medical condition prevents a learner from attending school.

- 7.3. A part-time timetable should not be used to manage a learner's behaviour.
- 7.4. A part-time timetable should include the agreement of both school and parent/carer; regular review dates to ensure it is only in place for the shortest time necessary; proposed end date taking into account the circumstances and the date the learner is expected to attend full time.
- 7.5. Where the learner has a social worker or a Virtual School Head is aware of the learner, the Academy is expected to keep them informed and involved in the process.
- 7.6. If the learner has an EHCP (Education Health Care Plan), the Academy should discuss the circumstances with the Local Authority to enable any support package to be implemented and subsequently reviewed regularly.
- 7.7. In agreeing to a part-time timetable, the Academy has agreed to a learner being absent from school for part of the week or day and must therefore record the absence accordingly.

8. Legal Enforcement

- 8.1. Section 7 of the Education Act 1996 places a duty on parents/carers to ensure children of compulsory age receive full-time education and a legal duty to ensure their child's regular attendance at the school or alternative provision where they are registered. A parent/carer who fails to ensure regular and punctual attendance is guilty of an offence under Section 444 (1) of the Education Act 1996.
- 8.2. Where all voluntary support options are unsuccessful or are not appropriate, the Local Authority's team (Attendance Support Team in Leicestershire County Council and Education Welfare Team in Leicester City Council) should liaise with the Academy and any other involved practitioners (for example Early Help workers or Social Workers) to take forward attendance legal intervention.
- 8.3. The Academy through the Local Authority may exercise the legal power to parents/carers to address the unauthorised absence of their child from school, where the learner is of compulsory school age. These powers include –

8.2. Notice to Improve (NOI)

- 8.2.1. this is a final opportunity for a parent/carer to engage in support and improve the learner's attendance prior to a Penalty notice being issued. The definition of sufficient improvement will be decided on an individual case basis taking into account the family's circumstances.

8.3. Penalty Notice

- 8.3.1. Section 23 of the Anti-Social Behaviour Act 2003 allows Penalty Notices (fines) to be issued to parents/carers. They are an alternative measure to the prosecution of parents/carers who fail to ensure that their child attends school. A Penalty Notice will be issued by the Local Authority in line with its code of conduct when a learner's absence has not been authorised by the school. This is issued to any adult with parental responsibility for each learner.

- 8.3.2. If issued with a Penalty Notice or fine, the charge will be £160 if paid within 28 days and reduced to £80 if paid within 21 days. The payment must be made directly to the Local Authority. From the beginning of the Autumn Term 2024, a limit of no more than 2 Penalty Notices being issued to the same parent/carer in respect of the same learner within a 3-year rolling period has applied. In a case where the national threshold has been met a third or subsequent times, alternative action should be taken, which will often include consideration of prosecution.
- 8.3.3. From August 2025, Penalty Notice fines will be issued for term time leave of 4 or 5 or more consecutive days; 4 days applies where the absence immediately precedes, or is attached to, a school closure (e.g. school holidays / INSET Days). This is guidance for the Leicester City area and the code of conduct applies.
- 8.3.4. If the payment has not been made after 28 days, the Local Authority can decide whether to prosecute or withdraw the notice.

8.4. Education Supervision Orders (ESO)

- 8.4.1. The Academy and the Local Authority will have offered voluntary support, for example a formal attendance contract or early help plan without success. An Education Supervision Order is made through the Family or High Court and provide the Local Authority with a role to advise, support and direct the learner and parent/carer to ensure efficient, full time and suitable education is secured. If the Order is not complied with, prosecution in the Magistrate Court can be sought and the parent/carer will be liable for a fine of up to £1,000.

8.5. Parenting Order (PO)

- 8.5.1. The order requires a parent/carer to comply with the arrangements specified in the order by the Court which can include a requirement for parents/carers to attend parenting education or parenting support classes in order to receive support to enable them to improve their child's attendance for up to 3 months. Any breach of the order can lead to a fine of up to £1,000.

8.6. Prosecution

- 8.6.1. There are separate offences for failure to attend regularly at a school at which a learner is registered or at a place where alternative provision is provided for them.
- 8.6.2. Section 444(1) where a parent/carer fails to secure the regular attendance resulting in a fine of up to £1,000.
- 8.6.3. Section 444(1A) where a parent knowingly fails to ensure regular attendance resulting in a fine of up to £2,500 and/or a community order or imprisonment of up to 3 months.

9. Inclusive Approaches to Attendance

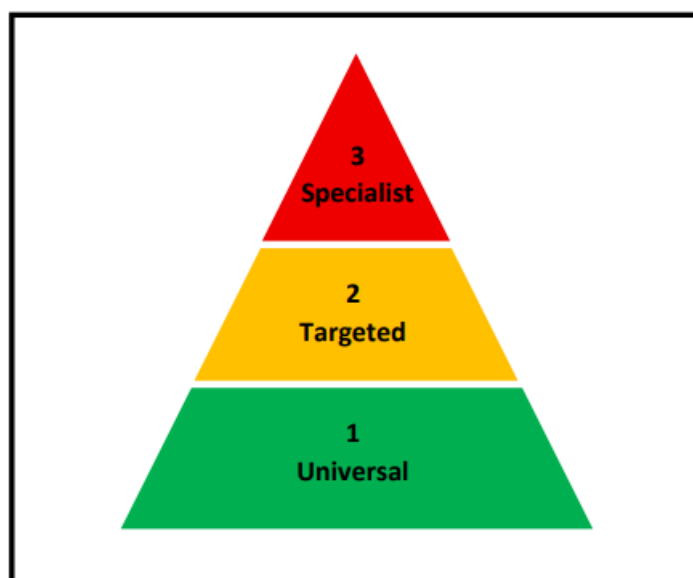
- 9.1. The Academy has responsibility to promote high attendance and punctuality for all learners. Academy staff will work with parents, Local Authorities and other agencies, including the Virtual school head to communicate expectations about attendance and maintain improvements. This will include any multi agency work with disadvantaged learners, those

with SEND, those who are known or previously known to Children's Social Care and those who may face barriers to their learning and/or wellbeing.

- 9.2. Academy staff will have the expertise, confidence and support to adapt their practice appropriately and consistently for learners with specific needs while maintaining high expectations at all times.
- 9.3. Academy staff will use timely, targeted interventions to support learners who require additional help in meeting and sustaining these high expectations.
- 9.4. Academy staff and the Trust recognize inclusion as an active and continuous process of identifying and removing academic, social, cultural and systemic barriers so that every child and young person is truly 'Learning without Limits'. Academy staff and the Trust will work hard to build school communities where everyone belongs, where diversity is celebrated and where high achievement is the expectation for all.

10. Strategies for Promoting Attendance

- 10.1. Academy staff will follow a graduated response model as recommendation within the Ofsted toolkit (September 2025) which ensures support is proportionate, personalised and inclusive for each learner.



- 10.2. Universal – a whole school culture that promotes attendance through positive relationships, inclusive curriculum and wellbeing. Academy staff are trained to adopt a trauma informed/relational approach and inclusive practice, with communication in a respectful, non-judgmental and accessible manner. Good attendance is supported in the following ways:
 - Class teachers praise learners who have good attendance or whose attendance has improved
 - The class with the highest attendance each week is awarded a 'Fancy Friday Breakfast' in Friday's celebration assembly
 - Teachers talk to parents at Parents' Evenings about the impact of low attendance on their child's progress

- As Fridays have historically been the day with the lowest attendance at Heatherbrook, wherever possible, school trips are booked for Fridays to make it more likely that learners will attend
- Events such as School Discos are planned for week which have historically seen dips in attendance, such as the last week of term

10.3. Targeted - a whole school culture that promotes early identification of attendance concerns using data and Academy staff insight, to offer a range of target interventions to reinforce the “support first” model that treats absence as a symptom of wider challenges before employing the legal enforcement, could include but is not exhaustive –

- Phase Leaders meet fortnightly to analyse patterns of absence both for individual pupils and family groups. Where a pattern of unexplained absence or poor attendance is identified, parents (and pupils where appropriate) are invited to meet with the pupil’s phase leader/the school attendance lead within a week to discuss reasons for absence and support needs
- At this meeting, individual support and rewards are planned to start immediately and be reviewed after 4 weeks. The agreed plan is recorded and signed by parents (and pupils where appropriate)
- Referrals to internal support, such as the school Emotional Literacy Support Assistant or Mental Health Support Team, or external agencies such as the school nurse or Local Authority Triple P programme are made where needed.

10.4. Specialist – a whole school culture that promotes referrals to external agencies to compliment the intervention required to meet the specific needs identified, which could include, a further Attendance Contract meeting is held with parents and the school’s attendance lead and referrals to the Local Authority are completed as appropriate where absence remains persistent or severe

11. Attendance Monitoring

11.1. Monitoring Attendance

11.1.1. The Academy will:

- Monitor attendance and absence data regularly, but at least, half-termly, termly and yearly across the Academy and at an individual learner level
- Identify whether or not there are particular groups of learners whose absences may be a cause for concern

11.1.2. Learner-level absence data will be collected each term and published at national and local authority level through the DfE’s school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The Academy will compare attendance data to the national average, and share this with the governing board.

11.1.3. The Academy will meet termly with the representatives from the Local Authority at the Target Support Meeting to discuss the attendance trends and concerns

11.2. Analysing Attendance

11.2.1. The Academy will:

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

11.3. Using Data to Improve Attendance

11.3.1. Where it has been identified that there are emerging attendance issues, the Academy will:

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

11.4. Reducing persistent and severe absence

11.4.1. Where absence levels escalate a learner who misses 10% or more of school across an academic year is classed as a Persistently Absentee, and Severely Persistent Absentee where a learner misses 50% or more of school. The reasons for this level of absence should be sensitively considered and the Academy will understand the importance placed upon safety and support for those who are facing this difficulty rather than immediately use the legal intervention routes. The Academy will be aware of potential safeguarding issues within each case and seek support from partner agencies to ensure the duty of Keeping Children Safe in Education is adhered to.

11.4.2. The Academy will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular Attendance Contract meetings with the parents/carers of learners who the Academy (and/or Local Authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance, engagement at school and provide appropriate support
- Provide access to wider support services to remove the barriers to attendance
- The Phase Leader will liaise with the student and Attendance Lead to ensure support is in place in order to resolve the concerns
- Part-time timetables may be used for a time limited period to support learners returning to school after periods of absence. This will only be used where the reasonable adjustments meets the needs of the individual learner. All part-time timetables must be agreed by Claire Beach, Principal

11.4.3. To further support unauthorised absence, the Academy **will** use a range of strategies including but not extensively –

- Support is in place in order to resolve the concerns.

- A place at the school's before or after school care may be offered depending on family circumstances
- Part-time timetables may be used for a time limited period to support learners returning to school after periods of absence. This will only be used where the reasonable adjustments meets the needs of the individual learner. All part-time timetables must be agreed by Claire Beach, Principal.

12. Vulnerable Learners

- 12.1. It is our legal responsibility to ensure that every learner is safe and receives a suitable education therefore the Academy will monitor trends and patterns of absence for all learners as a part of our standard procedures, whilst recognising that some groups of learners are more vulnerable to lower attendance than others. When the Academy becomes aware of a sudden or gradual change in an attendance pattern, this may indicate safeguarding or additional issues. These groups should be carefully monitored, and intervention should be targeted where additional support is required. In exceptional cases and in line with Government guidance, advice can be sought from the relevant professional connected to their care plan or reported to the relevant agency.
- 12.2. Learners with medical needs, special educational needs and/or disabilities, young carers, learners with a social worker or in a receipt of the pupil premium are likely to require more targeted support than learners outside of these groups. However, the Academy must never assume that because individual learners do not belong to these groups, that additional support will not be required, and colleagues must remain vigilant.
- 12.3. When a learner with a social worker is absent without good reason, the social worker should be informed of unauthorised absences and support improved attendance. Where the Academy is considering the use of legal interventions, the view of the relevant social worker should be obtained and in consultation, discuss and the next steps for example liaise with the Local Authority or continue to monitor the situation for a further period.
- 12.4. When a learner is missing from education, or a parent exercises their right to undertake Home Education, the Local Authority guidance will be followed to ensure no learner is deleted from the school admission register by means of "off rolling".
- 12.5. When a learner is placed at an alternative provider, the Academy continues to be responsible for the safeguarding and attendance of that learner and should be satisfied that the placement meets the learner's needs. The Academy should always know where a learner is based during the school hours; this includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the learner may attend. The Academy should regularly review the alternative provision placements that learners are placed with. Reviews should be frequent enough (at least half termly) to provide assurance that the learner is regularly attending and the placement continues to be safe and meets the learner's needs.

13. Re-integration of Learners Following Long Term Absence

- 13.1. The Academy recognises the key role it can play in ensuring the successful reintegration of learners returning after a prolonged period of medical absence.

- 13.2. The Academy also recognises the key role it can play in ensuring the successful reintegration of learners returning after a prolonged period of absence from the Academy due to attendance at an alternative provision.
- 13.3. The Academy will work in partnership with parents/carers and external agencies (if appropriate), to assist a smooth reintegration back into school ensuring a flexible approach to meeting the learner's needs.
- 13.4. All relevant staff will be informed of the learner's circumstances and a member of staff will be nominated to oversee the learner's return.

14. LwLAT Wellbeing Statement

- 14.1. The Trust will always put the effective education of our learners at the heart of any decision that we make. In doing so, we recognise that the requirement to adhere to policies and procedures may be time consuming and can impact on workload. For this reason, the Trust and its Academies will always endeavour to support staff when policies and procedures are being actioned.

15. Review of this Policy

- 15.1. This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum, annually by the Trust Safeguarding and Attendance Lead, in conjunction with the Academy Principal and adopted by the Local Governing Body.

16. Archived Policy Review Changes

Version	Date	Author	Changes
V1.0	September 2023	MB	New policy template created for localisation by each Academy within the Learning without Limits Academy Trust
V1.1	January 2024	MB	List of Associated Trust Policies updated to reflect name change of Supporting Children with Medical Needs. Arranging education for children who cannot attend school because of health need link, Dec 2023 updated to Section 2.
V1.1a	January 2024	<Initials>	Localised for use in <NAME> Academy

V1.2	August 2024	MB	Annual review. Paragraph 2 - Legislation and Statutory Guidance updated. References to Designated Senior Leader Responsible for Attendance updated to Senior Attendance Champion. References to “child”, “children”, “student” or “pupil” updated to “learner(s)”. Content updated to place more emphasis on building strong working relationships with families. References to Gypsy, Roma and Travellers updated to parent travelling for occupational purposes Paragraph 3 Who is responsible for carrying out this policy? updated to include the Board of Trustees. Paragraph 3.7 Academy Office Staff responsibilities updated to include admission register. Paragraph 4 Admission Register added. Paragraph 5 Recording Attendance content update and 5.1.1 updated to state an attendance register must be kept electronically, 5.2.6 updated - a graduated response process replaces the Day 3 timeframe fixed response. Paragraph 6 Authorised and Unauthorised Absence, 6.1.2 updated to include adherence to School Attendance Regulations 2024, 6.1.4 termination updated to include definition of a mobile child, with this term used throughout. Paragraph 7 Part Time Timetable added. Paragraph 8 Legal Enforcement added. 10.4 Reducing persistent and severe absence updated. Appendix 1 Attendance Codes significantly updated. Appendix 2 LwLAT Graduated Risk Response for Attendance added. Policy approved at Trust Board meeting 26th September 2024.
V1.2a	Sept 2024	<Initials>	Localised for use in <NAME> Academy
V2.0	Aug 2025	MB	Annual review. Previous policy changes archived to end of document. Throughout, reference to ‘Senior Education Welfare Officer and Trust team’ updated to ‘Trust Safeguarding and Attendance Lead’. 1.2 updated to include reference from EYFS to Year 11. Bullet pointed listed updated to reinforce the

			importance of learner attendance in accessing education. 2.2 link updated to KCSiE 2025 (July 2025, information only version) and two additional links added to DfE guidance reference within the policy. Description of link to DfE guidance on suspensions and permanent exclusions updated for clarity. DfE added to links, where appropriate. Link to DfE Alternative Provision added. 3.3.1 wording updated to reflect current practice. 3.5.1 bullet point updated to reference and link to the DfE's Monitor your school attendance: user guide. 3.6.1 bullet point updated to include reference to implementation and monitoring of action plans. Bullet point updated to include reference to attendance as 'everyone's responsibility'. Bullet point updated to include "absent or..." with an additional reference to statutory DfE guidance. 3.9.1 first bullet point updated to include "absent or..." 4.3 expanded for clarity around re-entering the education system following removal from the Academy roll. 5.2.1 expanded for clarity on contacting parent/carer in the event of an unplanned absence where no reason is given. 5.2.4 expanded to include reference to contact with named emergency contacts to assess a learner's whereabouts.
V2.1a	Sept 2025	<Initials>	Localised for use in <NAME> Academy

Appendix 1: Attendance Codes

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

Code	Definition	Scenario
/	Present (am)	Learner is present at morning registration.
\	Present (pm)	Learner is present at afternoon registration.
L	Late arrival before the register is closed	Learner arrives late but before register has closed (no longer than 30 minutes).
K	Attending education provision arranged by the Local Authority	Learner is attending a place, other than the school or any other school at which they are registered for educational provision arranged by the Local Authority (e.g. attending unregistered alternative provision such as home tutoring or attending courses at college).
B	Attending any other approved educational activity	Learner is attending any other approved educational activity (schools are certifying that the education is supervised and measures have been taken to safeguard learners). The activity is supervised by a person considered by the school to have the appropriate skills, training, experience and knowledge to ensure the activity takes place safely and fulfils the educational purpose for which the learner's attendance has been approved.
D	Dual registered at another school	Learner is attending a session at another setting where they are also registered (the school at which the learner is scheduled to attend must record the learner's attendance).
P	Participating in a Sporting activity	Learner is attending a place for an approved educational activity that is a sporting activity. The activity is supervised by a person considered by the school to have the appropriate skills, training, experience and knowledge to ensure the activity takes place safely and fulfils the educational purpose for which the learner's attendance has been approved.

V	Attending an Educational trip or visit	Learner is attending a place, other than the school at which they are registered, for an educational visit arranged by or on behalf of the school and supervised by a member of school staff.
W	Attending Work experience	Learner is attending a place for an approved educational activity that is work experience. The activity is supervised by a person considered by the school to have the appropriate skills, training, experience and knowledge to ensure the activity takes place safely and fulfils the educational purpose for which the learner's attendance has been approved.

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Leave of absence due to exceptional circumstances and each application judged individually considering the specific facts and circumstances and relevant background. This includes the leave for maternity and schools are expected to act reasonably and grant a sufficient period of leave from school.
C1	Leave of absence	Learner has been granted leave of absence for participating in regulated performance or undertaking regulated employment abroad.
C2	Leave of absence	Leave of absence for a compulsory school age learner subject to a part time timetable. The learner should be temporarily educated for part time and have agreed the times and dates when the learner will be expected to attend the school with the parent/carer the learner normally resides with.
E	Suspended or Permanently excluded and no alternative provision made	Learner is suspended or permanently excluded from school but their name is still entered in the admission register and no

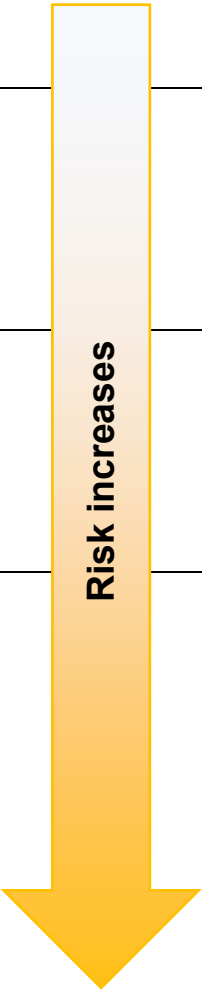
		alternative provision has been made for the learner to continue their education.
I	Illness (not medical or dental appointment)	Learner is unable to attend due to illness, both physical and mental health related.
J1	Attending an interview	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution.
M	Attending a medical or dental appointment	Leave of absence for purpose of attending a medical or dental appointment.
Q	Unable to attend due to lack of access arrangements	Learner is unable to attend because a Local Authority has a duty to set out the access arrangements to enable the attendance and have failed to do so.
R	Religious observance	Learner is absent on a day set apart for religious observance by the religious body the parent belongs to (if more than one day is applied for, it is the school's discretion to use code C for the remaining time).
S	Leave of absence for purpose of studying for a public examination	Leave of absence for the purpose of studying for a public examination and agreed in advance with a parent/carer who the learner normally resides with (should not be granted by default once tuition of the syllabus is complete and should be used sparingly).
T	Parent travelling for occupational purposes	Learner is a mobile child and the parent is travelling in the course of their trade or business and the learner is travelling with them. A mobile child is a learner of compulsory school age who has no fixed abode. A defence against prosecution, under Section 444(6) of the Education Act 1996 applies where the learner is aged 6 years or over and the parent must prove that the learner has attended school for at least 200 sessions in the preceding 12 months.

X	Compulsory school aged learner not required to be in school	Learner of non-compulsory school age is not required to attend.
Y1	Unable to attend due to transport normally provided not being available	Learner is unable to attend as the school is not within walking distance of their home and the transport to/from school that is normally provided for the learner by the school or the Local Authority is not available (walking distance for learner under age 8 means 2 miles and learner age 8 and over means 3 miles).
Y2	Unable to attend due to widespread disruption due to travel	Learner is unable to attend due to widespread disruption to travel caused by local, national or international emergency.
Y3	Unable to attend due to part of the school premises being closed	Part of the school premises is unavoidably out of use and the learner is one of those that the school considers cannot practicably be accommodated in those parts of the premises that remain open.
Y4	Unable to attend due to whole school site being unexpectedly closed	The school is unexpectedly close (e.g. due to adverse weather) and the attendance register is not taken as usual because there is no session.
Y5	Unable to attend as pupil is in criminal detention	Learner is unable to attend because they are in police detention; remanded to youth detention, awaiting trial or sentencing; detained under a sentence of detention. Schools are expected to communicate with Youth Offending Team while the learner is in custody.
Y6	Unable to attend in accordance with public health guidance or law	Learner's attendance or travel would be contrary to any guidance related to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care or prohibited by legislation relating to the incidence to transmission of infection or disease.
Y7	Unable to attend because of any unavoidable cause	Any other reason not covered by the codes above but should only be used for an emergency preventing attendance (e.g. serving a community based (that is non

		detained) part of a sentence of detention, referral order or youth rehabilitation order that requires learner to be absent).
Unauthorised absence		
G	Holiday not granted by the school	The school has not granted a leave of absence and the learner is absent for the purpose of a holiday.
N	Reason for absence not yet established	When the reason for absence has not been established before the register closes, the absence should be coded as N. The correct absence coded should be entered as soon as the reason is ascertained but no more than 5 days after the session. Code N should not be left on the learner attendance record indefinitely. If no reason can be established, the amendment to code O is recorded.
O	Absence in other or unknown circumstances	Where no reason for absence is established or the school is not satisfied that the reason given is one that would be recorded.
U	Arrival in school after registration closed	Learner has arrived late after the register has closed but before the end of the session. The length of time the registers will remain open should be highlighted after which a learner will be marked as absent. This should be the same for every session and not longer than 30 minutes.

Code	Definition	Scenario
Z	Prospective learner not on admission register	Register set up but learner has not yet joined the school. An offer is not an agreement.
#	Planned whole school closure	Whole school closures that are known and planned in advance for example days between terms; half terms; occasional days; weekends; up to 5 non educational days and use of whole school as a polling station.

Appendix 2: LwLAT Graduated Response for Attendance

	Graduated Risk		This document needs to be read in conjunction with the individual Academy Attendance Policy. This is a graduated document to assess the situational risk and identify actions as a result. The parts of this cycle are Assess, Plan, Do, and Review for each individual learner. KCSIE highlights “everyone’s responsibility”.
		First day absence	Will incur calls; texts; emails to all available emergency contacts held on the database. Expectation will always be a daily notification to be received from parent/carer/guardian. Possible contact with any known sibling school. Possible home visit.
		Second day absence	Will incur calls; texts; emails to all available emergency contacts held on the database. Expectation will always be a first day notification to be received from parent/carer/guardian. Possible contact with any known sibling school. Possible home visit.
		Third day absence	Will incur calls; texts; emails to all available emergency contacts held on the database. Where a notification has not been received/learner not seen, will make every endeavour to see the learner in the home setting as a welfare check. Home visits to be considered to the learners deemed vulnerable due to: • missing, not in education – moved out of area and still on-roll • on part time timetables • attending Alternative Provision • from families deemed “at risk” • where plausibility of original reason for absence is doubtful or reason is no longer valid or family deemed “at risk”

		• parents have chosen 'Home Education' either pending during 10-day cooling off period and remain on roll or no formal notification received Home visits to be considered to the learners: • where absence occurs and is out of character and every attempt will be made to see / observe / engage with the learner in the home setting Home visits to be considered to the learners: • with no apparent vulnerability but no notification of absence and every attempt will be made to see / observe / engage with the learner in the home setting Where there is no response to the home visit, a letter/compliment slip is left asking for contact to be made. Where there is a response from the parent/carer/guardian but not the learner, a home visit will be rescheduled. Information may be obtained from other professionals (e.g. Social Care or Early Help practitioners if involved or e.g. contact made with the relevant health practitioner) that they have seen the learner and appropriate plan made to return learner.
	Subsequent days to be determined by situation	Where a notification has not been received/ learner not seen, will continue to make every endeavour to visit and see the learner in the home setting. Where there is no response to the home visit, a letter/compliment slip is left asking for contact to be made. Where there is a response from the parent/carer/guardian but not the learner, where appropriate a home visit will be rescheduled or a meeting arranged. Where no response continues, every effort is made to revisit the family visit at different times in the day. Information may be obtained from other professionals (if involved) that they have seen the learner; contact with any known sibling school to continue. The police may be contacted to assess if a "safe and well check" can be undertaken or the Duty Social Worker may be contacted to discuss through the concerns.