St Andrew's CE Primary Academy, Chardstock

Attendance Policy

Senior Leader responsible for managing this policy	
Name: Donna Butler	Position: Head of School

Template last reviewed	November 2025
Template approved by directors	04.12.2025
Adopted by school:	04.1.2026
Review date:	04.1.2029

History of most recent Policy changes

Date	Page	Change	Origin of Change
November 2025	5	KCSiE 2025 legislation	Adding KCSiE 2025 document link
	6	Roles and Responsibilities	Updated in line with KCSiE 2025
	9	Head of School and or the Attendance Champion and DSL should:	Updated in line with KCSiE 2025
	16	Attendance Impact Table	Table change to include DFE attendance Bandings

Statement of Intent

1. Scope of Policy
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Appendices

Appendix 1 – Summary Practical Guidance for staff (including codes)
Appendix 2 – Parent practical Guide
Appendix 3 – Attendance improvement Plan template
Appendix 4 - Attendance Flow Chart - Daily, weekly, half termly and termly
Appendix 5 - Letter templates (DORSET, DEVON, PLYMOUTH)

1. Scope/Purpose of Policy

All First Federation Trust schools have the ambition that all pupils will strive for 100% attendance. We set expectations of excellence for all pupils and will support them and families to attend school for every session and every day that school is open. It is vital that children develop regular attendance habits at an early age. Therefore, the school encourages parents of nursery and reception children who are not yet of compulsory school age to send their children to every session that is available to them. Every child enrolled at our school is expected to attend every day they are required to, on time, to support them in achieving their full potential. We monitor and manage attendance and punctuality across all year groups and expect parents to notify the school of any absence.

This policy applies to all trust and school leaders, governance, volunteers, staff, parents, and pupils.

1.1 For the purposes of this policy, references to 'teachers' include all paid staff responsible for the supervision of pupils.

1.2 For the purposes of this policy, references to 'pupils' include all learners in our school.

1.3 For the purpose of this policy, references to 'school' refers to all education settings, regardless of type.

1.4 For the purposes of this policy and the procedures, we refer to Section 576 of the Education Act which defines the 'parent' of a pupil or young person as:

- Both of their natural parents, whether they are married or not.
- Any person who, although they are not the natural parent, has parental responsibility for the pupil or young person, as defined in the Children Act (1989).
- Any person who, although not the natural parent, has the care of the pupil or young person, i.e. a person with whom the pupil lives, irrespective of their relationship to the pupil.

2. DfE guidance and the Law

This policy is set out in regard to the requirements of the working together to improve school attendance from the Department for Education (DfE) Feb 2024 and refers to the DfE's statutory guidance on school attendance parental responsibility measures

(statutory from 19th August 2024) Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk). The policy also takes into account 'Mental health issues affecting a pupil's attendance: guidance for schools' February 2023 Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK (www.gov.uk)

These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- The Education Act (1996) https://www.legislation.gov.uk/ukpga/1996/56/contents
- The Education Act (2002) https://www.legislation.gov.uk/ukpga/2002/32/contents
- The Education and Inspections Act (2006) https://www.legislation.gov.uk/ukpga/2006/40/contents
- The Education (Pupil Registration) (England) Regulations (2006) https://www.legislation.gov.uk/uksi/2006/1751/contents
- The Education (Pupil Registration) (England) Regulations (Amendment 2010) https://www.legislation.gov.uk/uksi/2010/1725/contents/made· The Education (Pupil Registration) (England) Regulations (Amendment 2011) https://www.legislation.gov.uk/uksi/2011/1625/contents/made
- The Education (Pupil Registration) (England) Regulations (Amendment 2013) https://www.legislation.gov.uk/uksi/2013/756/contents/made
- The Education (Pupil Registration) (England) Regulations (Amendment 2016) https://www.legislation.gov.uk/uksi/2016/792/contents/made
- The Education (Penalty Notices) England) Regulations (Amendment 2013) https://www.legislation.gov.uk/uksi/2013/757/contents/made
- The Education (Penalty Notices) England) Regulations (Amendment 2024) https://www.legislation.gov.uk/uksi/2024/210/made
- Keeping Child Safe in Education 2025 Keeping children safe in education - GOV.UK

2.1 This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

2.2 By law, all schools must keep an admissions' register, the contents of which includes all pupils, their personal details, (including at least two telephone numbers for different safe adults, to ensure that we can always contact someone in the event of an emergency), the date of admission (or re-admission), information regarding parents and details of the school last attended.

2.3 Pupils will be removed from roll only when they complete their education stage, transfer to another school, move out of the area or emigrate or following a parental request for elective home education. We follow statutory guidance for removing pupils from roll and notifying the local authority. Further information can be found in Appendix 1 – Practical information for staff.

2.4 There is a clear link between attainment and attendance. Under **section 444** (**1**) of the **Education Act 1996** (EA 1996), a parent commits an offence if they fail to ensure their child's regular attendance at a school where the child is registered. We therefore enforce the use of statutory action to encourage and promote attendance; this is done to ensure that all pupils can benefit from their legal right to receive an education.

2.5 Schools will communicate attendance concerns to the pupil's social worker, if they have one or The Virtual School Head, if the pupil is a looked after child. This will be done as soon as there is an attendance concern and immediately upon becoming a persistent absentee. Unexplained absences will also be communicated to the social worker and Virtual School Head, where relevant.

2.6 We have roles and responsibilities outlined below with a clear framework outlined in Appendix 2 (summary practical information for parents) and Appendix 1 (summary practical information for staff) complement this policy. These define agreed roles and responsibilities for parents, pupils, and staff. This includes the new responsibility for our School Attendance Champion who is Donna Butler.

3. Role and Responsibilities

In line with Keeping Children Safe in Education 2025, all staff must understand the school's safeguarding response to children who are absent from education, particularly on repeat occasions and/or for prolonged periods.

Absence from education can be a potential indicator of abuse, neglect, or exploitation. Staff must be alert to patterns of absence, and concerns should be reported to the Designated Safeguarding Lead (DSL) in line with the school's safeguarding and child protection procedures. (KCSiE 2025 Page 153, paragraph 177)

Improving attendance is everyone's business. All stakeholders have a collective responsibility to promote, manage and improve attendance across their school community.

The foundation for good attendance is a strong partnership between the school, parents and the child, therefore, St. Andrew's, Chardstock expects everyone to uphold their responsibilities for promoting attendance at school.

To do this everyone must understand their role in promoting a positive culture of attendance and be clear about what is required of them individually as well as how they need to work together in partnership with others.

To support this policy, we follow the DfE statutory guidance 'Working together to Improve School Attendance'.

3.1



Flow chart from “Working together to improve school attendance” (effective from 19 August 2024)

3.2 **Trust Leaders will:**

- develop and foster a positive culture around the importance of good attendance.
- ensure all schools adopt and comply with the expectations set out within this policy and fulfil their statutory duties around attendance.
- ensure all staff have the relevant training and support to undertake their roles and responsibilities for attendance.
- foster an inclusive culture in all schools with a clear sense of belonging for all pupils in all schools across the trust.
- monitor the effectiveness and impact of the policy with regular tracking and monitoring.
- share effective practice on attendance management and improvement across schools.
- ensure governance volunteers receive information about a breadth of attendance matters across the trust
- work with the trust attendance officer to monitor and support schools, staff and the wider community in raising and maintaining good attendance for all.

3.3 **Heads of School and or The Attendance Champion and DSL should:**

- adopt and implement the attendance policy within their school.
- set high expectations of all leaders, staff, pupils, and parents.
- identify a senior attendance champion from their school leadership team.
- promote the importance of good attendance with all stakeholders.
- keep a daily attendance register in line with the legal framework from the beginning of the first day on which the school has agreed or has been notified that the pupil will attend the school.
- ensure all stakeholders have a clear understanding of the policy and regularly monitor the implementation.
- ensure that attendance data is regularly monitored to identify pupils who are frequently or persistently absent, and appropriate early help or safeguarding action will be considered where necessary.
- monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families including analysis and review of any part time timetables.
- use analysis to provide regular attendance reports to class teachers to facilitate discussions with pupils and leaders (including any special educational needs coordinators, designated safeguarding leads and the family support advisor).
- undertake frequent individual level analysis to identify the pupils who need support and focus staff efforts on developing targeted actions for individual cases.
- strive to support families and children where there are barriers to overcome to achieve good attendance.

- foster an inclusive culture and sense of belonging for all pupils.
- ensure due regard, support and relevant reasonable adjustments are in place for pupils with SEND where attendance is a barrier.
- hold regular meetings with the parents of pupils who the school (and/or local authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- inform a pupil's social worker and/or youth offending team worker if there are unexplained absences from school.
- Be mindful of guidance around mental health issues effecting attendance as outlined in Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK (www.gov.uk) February 2023 they will seek to work alongside pupils, families and wider professionals to co-ordinate and support with any relevant pastoral care and make reasonable adjustments under section 20 of the equality Act 2010.

3.4 **School Office Staff should:**

- monitor attendance data at the school and individual pupil level.
- ensure any first day call is undertaken to follow up any unexplained pupil absences.
- report concerns about attendance to the headteacher/attendance lead/ Designated Safeguarding Lead (DSL) as appropriate.
- arranges calls, home visits and meetings with parents to discuss attendance issues.
- liaise with any alternative providers to ensure daily attendance checks are complete.
- co-ordinate requests for Term-time Leave of Absence (this includes liaison with the attendance champion/DSL leads and Safeguarding Team) and advises the head of school as requested.
- support the attendance champion to co-ordinate attendance improvement plans.

3.5 **Teachers and wider school staff should:**

- raise pupils' awareness of the importance of good attendance and punctuality,
- ensure attendance has a high profile within the class and foster a sense of belonging for all pupils.
- work in partnership with parents and carers, including regularly informing them about their child's absence and attendance levels.
- work with external agencies where required, such as health, the Local Authority and local organisations to support our pupils, parents and school.
- consider whether a pupils known, or not yet identified, SEN could be impacting on attendance and whether provision and/or further reasonable adjustments should be made.

- take registers for morning and afternoon sessions within the timeframe set out in the School Attendance Policy.
- support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge learning gaps.
- celebrate good and/or improved attendance and punctuality.
- work in partnership with parents to support them in performing their legal duty to ensure their children of compulsory school age attend regularly in line with the law (parents/ legal guardians have the prime responsibility for ensuring that pupils of compulsory school age attend regularly. (Section 576, Education Act 1996)
- escalate concerns as per the Safeguarding and Child Protection Policy.

3.6 **Where a school has a Family Support Advisor (FSA) they will work with the SENDCo to:**

- support the attendance champion, wider school leaders, the office staff and teachers in raising the importance of attendance, especially for the most vulnerable pupils
- support families to identify barriers and any support needed to improve attendance including any aspects around SEND that are a barrier to school attendance including medical needs
- liaise with and signpost to wider agencies that will support families and pupils to improve their attendance.

3.7 **Pupils should:**

- attend school every day and every timetabled lesson punctually
- acknowledge positive behaviours needed both inside and outside of our school
- adhere to our systems for late registration
- adhere to attendance contracts if they are in place
- aim for the highest possible attendance
- discuss concerns about their attendance or punctuality with a trusted adult in our school, especially if they are experiencing difficulties at school or at home which may impact on their attendance and/or learning
- attend all lessons ready to learn with the appropriate learning tools requested and on time for their class

3.8 **Parents and carers should:**

- ensure pupils attend regularly and punctually.
- promote the value of good education and the importance of regular school attendance at home
- ensure that their children attend school on time. This encourages habits of good timekeeping and lessens any possible classroom disruption.
- do everything they can to prevent unnecessary school absences, such as by making medical and dental appointments outside of school hours.
- work with the school and their child to address any in-school barriers to attendance and support their learning by taking an interest in what they have been doing at school.
- enforce a regular routine at home in terms of homework, bedtime, etc. so that their child is used to consistency and the school day becomes part of that routine. It is vital that children receive the same message at home as they do at school about the importance of attendance.
- provide the school with more than one emergency contact for their child.
- provide proof of medical appointments that can only be attended during the school day.
- make early contact with the school when they become aware of problems with their child attending school.
- attend meetings if concerns are identified.
- participate in Early Help Meetings if required.
- support attendance contracts where appropriate.
- support the school in actioning agreed interventions/action plans
- must inform the school office on the first day of their child's absence

3.9 **As set out in the DfE guidance the Local Authority (LA) are expected to:**

- rigorously track local attendance data to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools on which to provide support and focus its efforts on to unblock area wide barriers to attendance.
- have a School Attendance Support Team which provides the following core functions free of charge to all schools (regardless of type).
- communication and advice: regularly bring schools together to communicate messages, provide advice and share best practice between schools and trusts within the area.

- targeting Support Meetings: hold regular conversations with schools, using their attendance data to identify pupils and cohorts at risk of poor attendance and agree targeted actions and access to services for those pupils.
- multi-disciplinary support for families: provide access to early help support workers to work intensively with families to provide practical whole-family support where needed to tackle the causes of absenteeism and unblock the barriers to attendance.
- legal intervention: take forward attendance legal intervention (using the full range of parental responsibility measures) where voluntary support has not been successful or engaged with.
- monitor and improve the attendance of children with a social worker through their Virtual School

4. Definitions

4.1 A pupil is classed as **absent** if they arrive after the register has closed or if they do not attend for any reason.

4.2 An **authorised absence** is when approval has been given in advance for a pupil of compulsory school age to be absent for a specific (legal) purpose, or we have accepted an explanation offered afterwards as justification for absence from a parent or carer. This may include:

An absence for illness

- The NHS has produced a helpful guide for parents regarding childhood illness and school: Is my child too ill for school? - NHS (www.nhs.uk)
- In most cases, absences for illness which are reported by parents/carers following the school's absence reporting procedures unless the school has a genuine concern about the authenticity of the illness. The school follows the Department for Education guidance 'Working Together to Improve School Attendance' 2024 which states that if the authenticity of the illness is in doubt, the school may ask the parent to provide medical evidence, such as a prescription, appointment card, or other appropriate form of evidence.
- In some exceptional circumstances, the school may ask the parent to obtain a letter from a GP, or the school may seek parental permission to contact the pupil's GP directly to help support the needs of the individual pupil.
- Where a pupil has a high level and/or frequency of absence, the school may require appropriate medical evidence in order to best support the child or young person and to be able to authorise any future medical absences. If this is the case, the school will make the parent/s aware of this expectation in advance.

- Absences due to illness which have not been reported to the school by the parent on the first day of absence may not be authorised.
- Our school supports pupil mental health and wellbeing following the DfE guidance Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK (www.gov.uk)
- Parents who have concerns about their child's mental wellbeing can contact our school's Attendance/Designated Safeguarding Lead (or other key professional in the setting) for further information on the support available.

Medical or dental appointments

- These may be granted leave where every attempt has been made to arrange outside of school hours, has been unsuccessful and so cannot be avoided, or where the appointment is a genuine emergency.
- Advance notice is required for medical or dental appointments and must be supported by providing the school with sight of, or a copy of, the appointment card or letter and only then will the absence be authorised.

Religious or cultural observances

- The day must be exclusively set apart for religious observance by the religious body to which the parents or pupil belong. Where necessary, we will seek advice from the parents' religious body about whether it has set the day apart for religious observance.

Traveller Absence

- The school will authorise the absence of a Traveller pupil of no fixed abode who is unable to attend school because they are travelling with their parent who is engaged in a trade or business of such a nature as to require them to travel from place to place.
- This is subject to certain limits, depending on the child's age and number of sessions absent. The school will discuss cases individually with Traveller parents, as necessary.
- Parents should let the school know of their plans as far in advance as possible.
- Authorised Traveller absence will be recorded appropriately in the register.

An absence which is now deemed to be due to exceptional circumstances

- We take advice about these as outlined in the DfE statutory guidance.
- The school will review each application individually considering the specific facts and circumstances and relevant background context behind the request.

- Any leave of absence that is granted, the school will determine the number of days the pupil can be away from school.
- A leave of absence is granted entirely at the Head of School's discretion taking into account a wide range of evidence

4.3 An **unauthorised absence** is defined as one where we are not satisfied with the reasons given for the absence. Reasons may include:

- missing sessions before or during the school day
- parents keeping children from attending unnecessarily or without reason
- absences which have never been properly explained
- pupils who arrive at school late after the register has closed
- day trips and holidays and long weekends in term time that have not been agreed
- if a pupil has been kept away from school longer than the school agreed, the additional absence will be unauthorised.
- leaving our school without authorisation during the day

Unauthorised absences may result in legal sanctions, use of penalty notices or prosecution.

4.4 **Persistent Absence (PA)** is defined as: 10% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.

4.5 **Severe Absence (SA)** is defined as: 50% or more of sessions missed (based on each pupil's possible sessions). Absences may be authorised or unauthorised.

4.6 **Persistent lateness** is defined as pupils who have five or more late marks recorded in a single half-term.

Attendance Impact Table

Band	Percentage	Days Lost	Session Missed (each School Day has 2 sessions	Classification	Impact
1	100%	0 Days	0 Sessions	Perfect attendance	No absences
2	98 - 99.9%	Up to 4 days	Up to 8 sessions	Excellent	Minimal absences
3	96 - 97.9%	Up to 7.5 days	Up to 15 sessions	Good	Few justified absences
4	93 - 95.9%	Up to 13.5 days	Up to 27 sessions	Requires improvement	Occasional Absences Significant attainment risk
5	90 - 92.9%	Up to 19 days	Up to 38 sessions	Concerning	Severely affecting outcomes At risk of PA
6	Below 90%	38 days or more	More than 38 sessions	Persistent Absences	Requires urgent intervention
7	Below 50%	190 days or more	More than 190 sessions	Severe Absences	Requires extreme intervention

The attendance percentages and corresponding number of sessions and days missed are calculated using a standard full school year (190 days / 380 sessions). These figures illustrate the impact of attendance rates over a typical year.

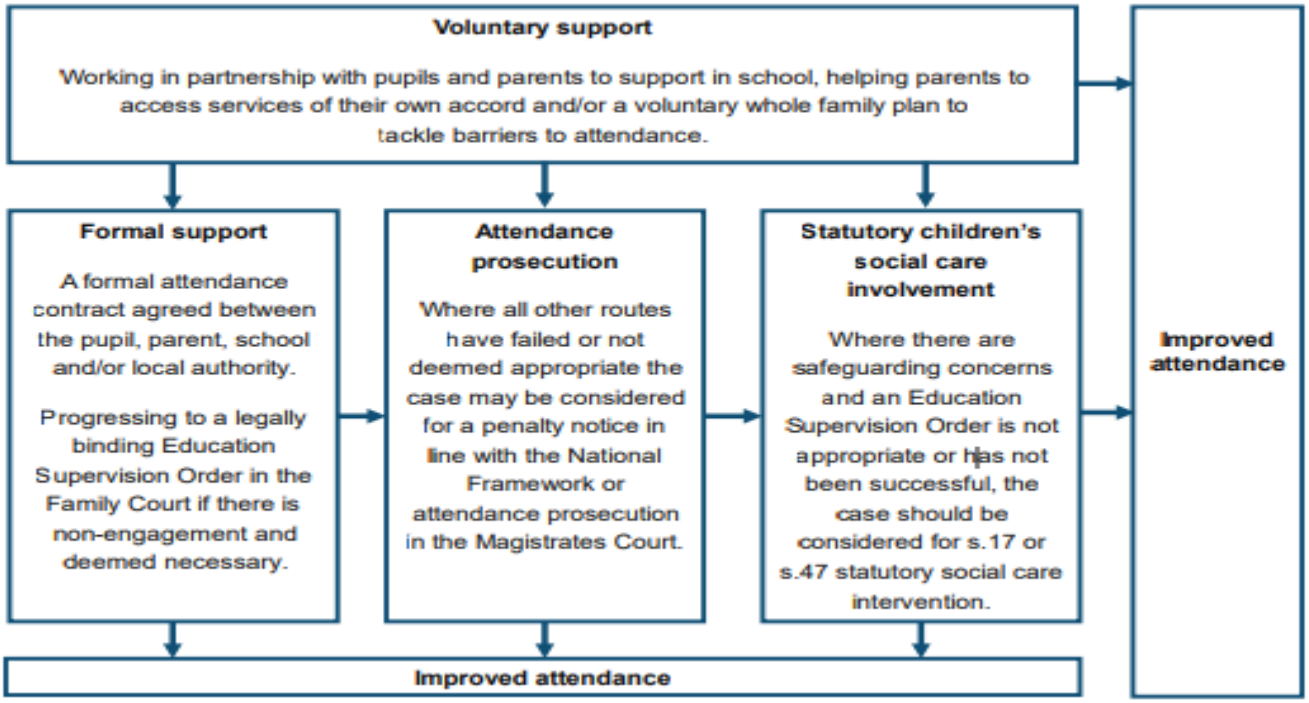
Bandings are aligned with the DFE Working Together to Improve School Attendance

5. Attendance Support and Legal Intervention

The school, the trust and local authority will work together and make use of the full range of legal interventions rather than relying solely on penalty notices or prosecution. Our focus will be on using all strategies to support and promote good attendance prior to formal intervention.

5.1

Providing support first before attendance legal intervention



5.2 **A Formal Attendance Contract** is a formal written agreement between a parent and either the school or local authority to address irregular attendance at school or alternative provision. An attendance contract is not legally binding but allows a more formal route to secure engagement with support where a voluntary early help plan has not worked or is not deemed appropriate. This can be in place for between 3 and 12 months if the pupil's irregular attendance continues or escalates to the point where prosecution is deemed appropriate.

5.3 **Education supervision order**: this is where a voluntary early help plan, or attendance contract has not been successful.

5.4 **Penalty notice**: A penalty notice must be issued in line with the National Framework and local code of conduct for the area in which the child goes to school, and if issued by a local authority, it must be the school Local Authority.

5.5 **The National Framework for Penalty Notices (as of 19th August 2024)**
The national framework for penalty notices is to help tackle inconsistencies in their use. The fine to parents must be considered if a child misses 5 days of school for unauthorised absence. Alongside this, costs for fines will go up.

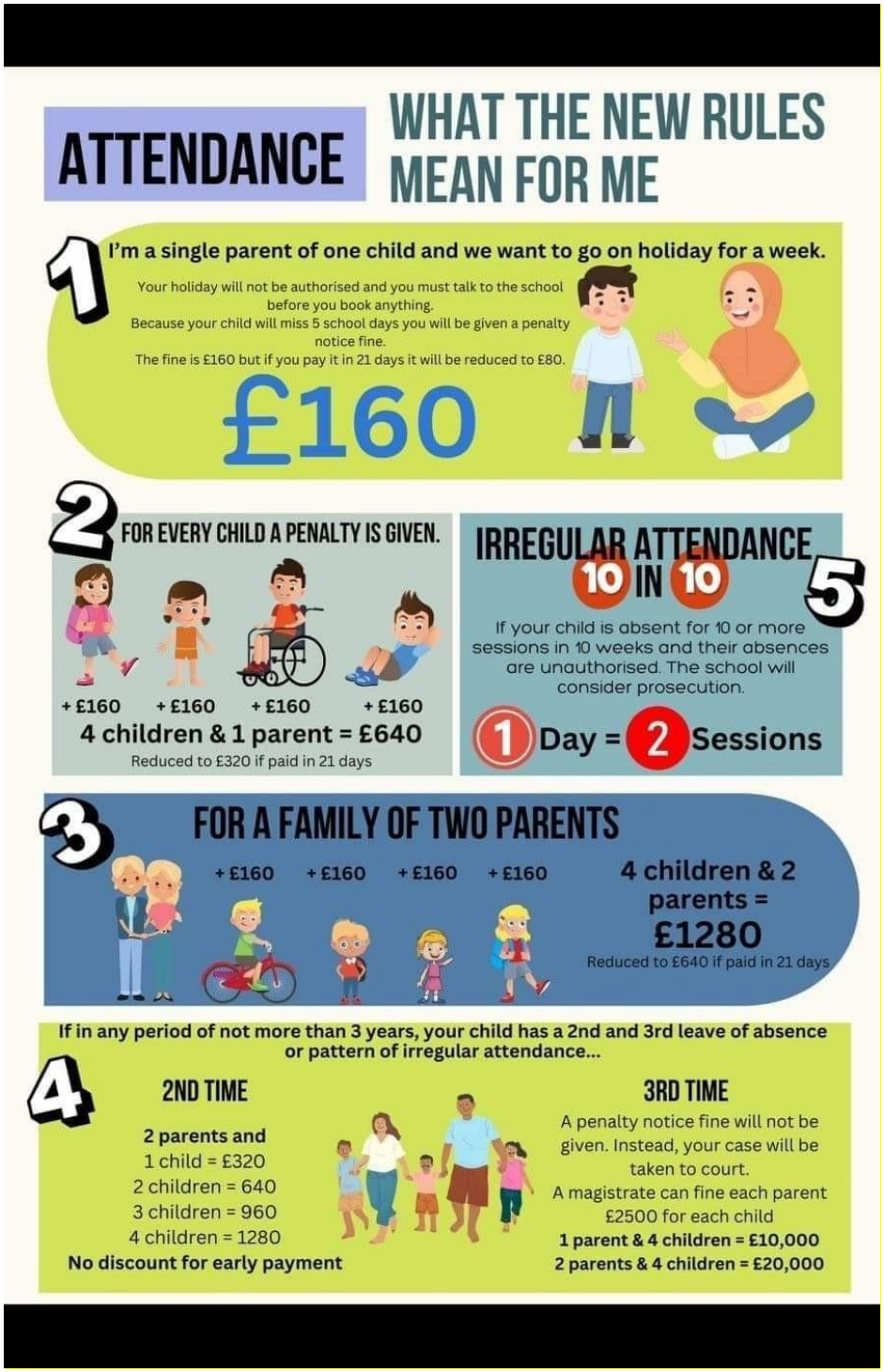
- The first penalty notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.
- A second penalty notice issued to the same parent in respect of the same pupil is charged at a flat rate of £160 if paid within 28 days.
- A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include considering prosecution but may include other tools such as one of the other attendance legal interventions.
- Penalty notices are issued to parents as an alternative to prosecution where they have failed to ensure that their child of compulsory school age regularly attends the school.
- A penalty notice can be issued to each parent liable for the offence or offences. They should usually only be issued to the parent or parents who have allowed the absence (regardless of which parent has applied for a leave of absence (for example an unauthorised holiday in term time). These will be issued in line with the Education (Penalty Notices) (England) Regulations 2007.
- All state funded schools must consider whether a penalty notice is appropriate in each individual case where one of their pupils reaches the national threshold for considering a penalty notice.
- The threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session.

This can be met with any combination of unauthorised absence.
For example.

- 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks
- 10 sessions of holiday in one week
  6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks
- The period of 10 school weeks can also span different terms or school years.

- A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first 5 days of a fixed period or permanent exclusion.
- The school must have notified the parents of the days the pupil must not be present in a public place. This type of penalty notice is not included in the

National Framework and therefore not subject to the same considerations about support being provided or count towards the limit as part of the escalation process in the case of repeat offences for non-attendance.



5.6 **Attendance Prosecution**: Either Local Authority (Devon, Dorset or Plymouth) has the power to prosecute, but in general it should be the school LA that takes forward prosecutions under section 444(1) and (1A) of the Education Act 1996. It is, however, good practice for the school LA to inform the Home LA that legal action is being taken.

5.7 **Parenting orders**: Where a prosecution leads to a Parenting Order, the Court will specify a responsible officer in line with section 372(5) of the Sentencing Act 2020. Both local authorities should discuss and agree who is most appropriate to act as responsible officer in advance of seeking the Order, within the statutory requirements. The most appropriate officer will often depend on the reason for absence.

5.8 **School Attendance Orders:** A School Attendance Order is issued if the local authority thinks your child is not getting an education. Parents have 15 days to provide evidence that they have registered their child with the school listed in the order or that you're giving them home education. If parents do not, they could be prosecuted or given a fine.

6. Monitoring and Reviewing Attendance

6.1 We recognise that early intervention can prevent poor attendance. We monitor attendance and punctuality throughout the year. Specific measures are taken to monitor attendance daily, weekly and termly. These processes are embedded and regularly checked to ensure the effective safeguarding of all pupils through specific tailored interventions.

- Patterns of absence
- Patterns of lateness
- Patterns of medical appointments
- Correct and consistent use of absence codes
- Trends in reasons for absence, for example, use of the C code, leave of absence and exclusions.
- Trends in particular groups of children, for example, pupils with Special Educational Needs and Disability (SEND).

6.2 We recognise that certain groups of pupils may be more at risk of poor attendance and will provide support and assistance. We will support pupils and parents by working together to address any in-school barriers to attendance. Where barriers are outside of the school's control, all partners should work

together to support pupils and parents to access any support they may need voluntarily.

6.3 Wherever possible, we will work collaboratively to find strategies to overcome barriers Where this is a formalised approach we will work in conjunction with the local authority and take the relevant action as outline by the DfE statutory guidance [Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)]

6.4 In line with DfE expectations **reduced timetables** will only be used in exceptional circumstances, for a limited period, to support pupils to reintegrate back into education and access full time provision.

6.5 The school is committed to share information and work collaboratively with other schools in the area, local authorities and external partners when absence is at risk of becoming persistent or severe.

6.6 As part of our safeguarding duty and our standard procedures, we will inform the Local Authority and/or the Police of the details of any pupil who is absent from school when the school has made all reasonable enquiries and cannot establish their whereabouts and is concerned for the pupil's welfare and safety.

6.7 We set challenging attendance targets for the whole school and trust as we believe that good attendance is vital to ensure pupils are fully prepared for their next steps and have every chance of reaching their true potential.

6.8 Pupil-level absence data is collected regularly and published at national and local authority level through the DfEs school absence national statistics releases. We compare our attendance data to the national average.

6.9 Attendance data informs action planning and supports the identification of key priorities in our school development plan and future revisions of this policy. The attendance data will be reported to the Head of School and all other relevant staff, to facilitate discussions with pupils and families. Data will also be used by the school to monitor the impact of any interventions put in place to modify them and inform future strategies.

7. Reviewing this Policy

This policy will be reviewed every three years or in the following circumstances:

- Changes in legislation and/or government guidance
- As a result of any other significant change or event
- If the policy is determined not to be effective