DDAT
Derby Diocesan Academy Trust

Bishop Pursglove CE Primary School

Attendance Policy September 2026

Approved by the Trust Board on: 10th July 2026

To be reviewed: July 2027

Changes from the May 2026 Attendance Policy:

Section 6.9: An addition to the policy detailing staff training requirements.

Section 7.1: Has a statement detailing register retention periods, and details specific pupil data which must be held by schools, for each pupil.

Section 10.2: Now explicitly states the minimum review period for all pupils with PA.

Section 10.4: The requirement to notify the local authority of pupil extended absence, has been added in accordance with Working together to improve school attendance.

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1. Our Trust

Promoting good school attendance is everyone's responsibility.

DDAT strives to ensure that all its schools create an inclusive environment which enables and encourages all pupils/students to reach their full potential. For pupils/students to achieve in accordance with their potential and to gain the greatest benefit from their education, it is vital that they attend regularly.

DDAT understands that barriers to attendance are complex, and that some pupils/students find it harder than others to attend school; therefore, DDAT schools will prioritise cultivating a safe and supportive environment in all their schools, as well as strong and trusting relationships with all pupils/students and parents/carers.

There is a Trust Attendance Strategy which aims to:

- Improve attendance in all DDAT schools
- Reduce persistent absence in all DDAT schools
- Develop strategies to catch up lost learning for pupils/students whose attendance is a concern

2. Our School Context

Bishop Pursglove C of E Primary School is a small rural school with 75 pupils on roll. Due to small cohort sizes, pupils are taught in mixed-age classes: Reception/Year 1/2, Year 3/4, and Year 5/6. The September 2025 intake was low and again low for September 2026, reflecting local factors such as a declining birth rate and high property costs linked to second home ownership and holiday cottages. The school serves a rural community, with most pupils living within the catchment area and a small number travelling from surrounding farms. Transport difficulties and adverse weather can occasionally impact attendance and punctuality. As an Inclusive Attendance School, we work closely with families to remove barriers to attendance. Challenges include rural isolation, varying family circumstances, and a small number of pupils with SEND or social and emotional needs. While overall attendance is good, even a few absences can significantly affect figures due to the small cohort size. The school remains committed to promoting regular attendance, supporting pupil wellbeing and maintaining strong partnerships with parents and carers.

3. Key Staff: Roles and Responsibilities

Lisa Pearson : School Business Officer

Fiona Hall: DDSL Head of school

Sarah Craig: DSL Executive Headteacher Leads on Attendance

4. Our Aims and Approach

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance.
- Reducing absence, including persistent and severe absence.
- Ensuring every pupil/student has access to the full-time education to which they are entitled.
- Acting early to address patterns of absence.

- Building strong relationships with families to ensure pupils/students have the support in place to attend school.

Our attendance philosophy recognises the importance of both personal and collective achievements; it is an approach which aims to address negative factors which can impact children/young people and to create an inclusive environment where we can foster positive relationships with our pupils/students and their families.

We recognise that school attendance plays a key role in shaping academic outcomes, personal development, and prospects; regular school attendance can have a significant impact on:

- **Academic achievement**: There is a correlation between regular school attendance and academic outcomes.
- **Knowledge**: School is where children/young people acquire knowledge and skills that are crucial to their growth and development; missing days is missing opportunities.
- **Social Development**: School provides and environment for children/young people to develop social skills, interact and form bonds and attachments. Consistent school attendance supports peer group connections.
- **Routines**: School attendance provides structure and routine, helping children/young people to learn time management and the organisational skills they will need in later life.
- **Teacher interaction**: Regular attendance enables staff and pupils/students to develop meaningful and productive relationships which support teacher understanding of needs and assessment of progress.
- **Preventing knowledge gaps**: Poor school attendance leads to knowledge gaps and pupils/students can find it difficult to catch up potentially leading to long-term academic difficulties.
- **School engagement**: Children/young people who attend school regularly are more likely to become involved in extra-curricular and enrichment activities.
- Parent/carer legal responsibility: Parents/carers are legally responsible for ensuring their child's/student's regular school attendance; failure to do so can lead to legal consequences.

5. Legislation and Guidance

This policy meets the requirements of the Working together to improve school attendance (applies from 19 August 2024), the statutory guidance from the Department for Education (DfE) for maintained schools, academies, independent schools and local authorities, and refers to the DfE's statutory guidance Summary table of responsibilities for school attendance (applies from 19 August 2024), and Children missing education: statutory guidance for local authorities and schools - GOV.UK

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
- DfE_Changes_to_Education_Pupil_Registration__England__Regulations_2006.pdf
- Keeping children safe in education 2025

- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)
- DfE's guidance on Children Missing Education
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Full-time enrolment of 14 to 16-year-olds in further education and sixth-form colleges - GOV.UK (www.gov.uk)
- Missing Children and Adults - A cross government strategy (publishing.service.gov.uk)

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

6. Roles and Responsibilities

6.1 The Local Trust Committee

The Local Trust Committee is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos.
- Making sure school leaders fulfil expectations and statutory duties.
- Regularly reviewing and challenging attendance data.
- Monitoring attendance figures for the whole school and pupil/student groups.
- Making sure staff receive adequate training on attendance.
- Challenging any incidents of potential off rolling.
- Holding the headteacher to account for the implementation of this policy.

6.2 The Headteacher

The headteacher is responsible for:

- Implementation of this policy at the school.
- Monitoring school-level absence data and reporting it to members at Local Trust Committee meetings.
- Supporting staff with monitoring the attendance of individual pupils/students.
- Monitoring the impact of any implemented attendance strategies.
- Issuing fixed-penalty notices, where necessary.
- Ensuring deletions from roll are lawful.

6.3 The designated senior leader and their deputy/ies

Designated senior leaders and their deputies with responsibility for attendance will:

- Have oversight of all attendance related safeguarding concerns.
- Offer a clear vision for attendance improvement.
- Evaluate and monitor expectations and processes.
- Have an oversight of data analysis.
- Devise specific strategies to address areas of poor attendance identified through data.
- Arrange calls and meetings with parents/carers to discuss attendance issues.

- Deliver targeted intervention and support to pupils/students and families.

6.4 The Attendance Officer

The school attendance officer will:

- Monitor and analyse attendance data, as detailed in section 10.
- Benchmark attendance data to identify areas of focus for improvement.
- Scrutinise poor and/or irregular attendance patterns to ensure consideration is given to early intervention and support.
- Provide regular attendance reports to school staff and report concerns about attendance to the designated senior leader responsible for attendance and the headteacher and other key staff.
- Work with education welfare officers, and other professionals, to tackle persistent absence.
- Advise when a fixed penalty notice should be issued.
- Review cases for referral to CME.
- Liaise with the local authority.

6.5 Class teachers

Class teacher will:

- Fulfil their responsibility for recording attendance daily, using the correct codes, and submitting this information on Arbor.
- Liaise directly with parents/carers regarding the impact that a pupil's/student's attendance is having on their progress or other aspects of school life.
- Actively encourage pupils/students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.
- Identify patterns of poor attendance or lateness and intervene early to address any underlying issues.
- Maintain open lines of communication with parents/carers regarding attendance. They should inform parents/carers of any concerns about a child's attendance or punctuality.
- Provide additional support to children who may be experiencing attendance challenges.
- Set clear expectations for attendance and punctuality; this includes communicating the importance of regular attendance for learning and academic progress.
- Strive to create a positive and welcoming environment where pupils/students feel motivated and engaged.
- Be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to the appropriate school staff can lead to effective interventions.

- Be aware of safeguarding protocols and report any concerns related to a child's/young person's safety or well-being promptly to the appropriate school staff.

6.6 School Office staff

School office staff will:

- Take calls from parents/carers about absences on a day-to-day basis and record it on the school system.
- Appropriately manage and direct enquiries from parent/carers to appropriate staff to enable them to access support with attendance matters.
- Liaise directly with staff who have responsibility for safeguarding regarding absences and attendance concerns relating to vulnerable pupils/students.

6.7 Parents/carers

Parents/carers are expected to:

- Ensure that daily routines are established at home, which support their child attending school every day on time. Please note: The school start time is 8.45am and ends at 3.30pm. Friday school finishes at 2.40pm
- Set clear expectations for their child regarding school attendance; emphasise the importance of attending school regularly and being on time.
- Promote healthy practices and routines which support children/young people with being ready and able to attend school, such as adequate sleep, healthy diet, regular exercise, positive peer relationships etc.
- Demonstrate a positive attitude to education and to attendance by discussing with their child the value of school and the opportunities that education provides for their future.
- Attend school events such as parents' evenings, taking the opportunity to develop relationships with key staff and to discuss your child's progress and ambitions.
- Communicate effectively with the school regarding their child's attendance, this includes calling the school to report their child's absence before 9am on the day of the absence each subsequent day of absence unless the school office have said otherwise.Please advise when they are expected to return.
- Share information readily with the school regarding matters which can impact negatively on school attendance such as bullying, online safety concerns, negative peer relationships etc.
- Provide the school with more than one emergency contact number.
- Ensure that, where possible, appointments for their child are made outside of the school day.
- Keep up to date regarding school attendance processes

6.8 Pupils/students

Pupils/students are expected to:

- Attend school every day, on time.
- Commit to learning by recognising the value of education and attending every day that they are able and well enough to do so.

- Maintain a positive attitude by being open to new experiences and being willing to engage in learning activities and participating in classroom discussion and group work.
- Take responsibility by arriving at school well equipped and ready to learn.
- Build positive relationships with their peers and school staff by demonstrating respect for others, following rules and instructions.
- Maintain healthy routines which enable them to attend school and engage in learning.
- Have an understanding of the importance of attendance on their wellbeing, social relationships, academic outcomes and long-term ambitions.
- Ask adults for help and support when they are facing challenges which might impact on them being able or wanting to attend school.

6.9 Attendance Training Requirements

All staff will receive annual attendance training, which will include statutory responsibilities, use of attendance register codes, early identification of barriers and safeguarding links to attendance.

Staff with specific attendance responsibilities (e.g. attendance leads, pastoral staff, administrative staff) will receive role-specific training.

Members of the Local Trust Committee will receive training on attendance duties, data interpretation, and challenge for school leaders.

7. Recording Attendance

7.1 Attendance register

We will keep an attendance register and place all pupils/students onto this register.

In accordance with Pupil Data Standards, we will ensure that pupil records include:

- Full details of all persons with parental responsibility
- The home address of each parent, regardless of where the pupil resides
- At least two emergency contacts
- Details of previous schools attended
- The pupil's UPN and any other statutory identifiers

Parents must inform the school immediately of any changes to contact details or home circumstances, to enable school staff to keep these records accurate and up to date.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark whether every pupil/student is:

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

Any amendment to the attendance register will include:

- The original entry.

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

Please refer to Appendix 1 for the DfE attendance codes.

We will also record:

- Whether absences are authorised or not.
- The nature of the activity if a pupil/student is attending an approved educational activity.
- The nature of circumstances where a pupil/student is unable to attend due to exceptional circumstances.

The register for the first session will be taken at 8.50am and will be kept open until 9. The register for the second session will be taken at 1pm ks2 and 1.15pm ks1/EYFS and will be kept open until 1.05/1.20pm

We will keep every entry on the attendance register for six years after the date on which the entry was made, and all additional records relating to attendance interventions, persistent absence, CME processes, and deletion-from-roll decisions will also be retained for six years

7.2 Unplanned absence

The pupil's/student's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9am or as soon as possible by contacting the school office staff.

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of an illness is in doubt, the school may ask the pupil's/student's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised, and parents/carers will be notified of this.

7.3 Planned absence

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

Parents/ carers should contact the office for a request of leave form and inform them of any appointments.

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

The pupil's/student's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence.

7.4 Lateness and punctuality

A pupil/student who arrives late:

- Before the register has closed will be marked as late, using the appropriate code.
- After the register has closed will be marked as absent, using the appropriate code.

School follows the DDAT attendance strategy and will work with parents/ carers if their child is continually late.

7.5 Following up unexplained absence

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

- Call the pupil's/student's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's/student's emergency contacts, we will contact another family member and email. If we have serious concerns, we will complete 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 five 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 school will consider involving other agencies as appropriate.

7.6 Reporting to parents/carers

The school will regularly inform parents/carers about their child's attendance and absence levels via reports and letters home when attendance drops.

8. Authorised and Unauthorised Absence

8.1 Approval for term-time absence

The Department for Education stipulates that head teachers may not grant any leave of absence during term time unless there are exceptional circumstances. There is no automatic right to any leave in term time, and any leave of absence is granted at the headteacher's discretion, including the length of time the pupil/student is authorised to be absent for.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The headteacher may require evidence to support any request for leave of absence.

The following are examples of **authorised absence:**

- Illness and medical/dental appointments.
- Religious observance: where the day is exclusively set apart for religious observance by the religious body to which the pupil's/student's parent/carer belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart.
- Traveller pupils/students travelling for occupational purposes: this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil/student is attending educational provision.

School staff will be mindful of any absence patterns emerging, even those which have been formally requested, which might indicate a safeguarding concern.

8.2 Legal sanctions

Penalty notices can be issued by a headteacher, the local authority officer or the police, fining parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

The first time a penalty notice is issued for term time leave or irregular attendance the amount will be: £160 per parent, per child if paid within 28 days, reduced to £80 per parent, per child if paid within 21 days.
The second time, within a three-year period, that a penalty notice is issued for term time leave or irregular attendance the amount will be: £160 per parent, per child paid within 28 days.

The third time, within a three-year period, that an offence is committed for term time leave or irregular attendance a Penalty Notice will not be issued, and the case may be presented straight to the Magistrates' Court.

The decision on whether to issue a penalty notice may consider:

- The number of unauthorised absences occurring within a rolling academic year.
- One-off instances of irregular attendance, such as holidays taken in term time without permission.
- Where an excluded pupil/student is found in a public place during school hours without a justifiable reason.
- If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

9. Strategies for Promoting Attendance

Promoting good school attendance is everyone's responsibility.

To promote good attendance our school uses the following strategies:

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10. Attendance Monitoring

10.1 Monitoring and analysing attendance

The headteacher will monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address habitual absence as soon as possible.

The school will collect data regarding punctuality, truancy, and authorised and unauthorised absence, for:

- The school cohort.
- Individual year groups.
- Individual pupils/students.
- Demographic groups, e.g., pupils/students from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g., pupils/students with SEND, LAC, and pupils eligible for FSM.
- Pupils/students who have an allocated social worker, or are known to social care.

- A pupil/student who is absent for prolonged periods, or repeated occasions, which may indicate a safeguarding concern, such as CSE or CRE, particularly county lines.
- Pupils/students at risk of persistent absence.
- Pupils/students at risk of severer absence.

The headteacher will conduct a thorough analysis of the above data on a half-termly, termly, and full-year basis to identify patterns and trends; this will include identifying, for each group:

- Patterns in uses of certain codes.
- Particular days of poor attendance.
- Historic trends of attendance and absence.
- Barriers to attendance.

The school business officer will provide regular reports to staff across the school to enable them to track the attendance of pupils/students and to implement attendance procedures. Specifically, where there is a safeguarding concern for a pupil/student absent who has unexplainable and or/persistent absences from education, the attendance officer will alert safeguarding staff in accordance with the school's established safeguarding recording and reporting processes, who must work collaboratively with children's services where school absence indicates safeguarding concerns.

Unexplained or extended absences from school, indicating safeguarding concerns, will trigger safeguarding processes which are likely to home visits and collaboration with external agencies.

The attendance officer will also be responsible for monitoring how attendance data changes in response to any interventions implemented to increase attendance in future.

The Local Trust Committee will regularly review attendance data, including examinations of recent and historic trends, and will support the headteacher in setting goals and prioritising areas of focus for attendance support based on this data.

The school will also benchmark its attendance data against local-, regional- and national-level data to identify areas of success and areas for improvement and will share practice which has been shown to be effective with other schools.

The board of trustees will ensure staff from different schools within the trust regularly share expertise and collaborate on interventions.

10.2 Using data to improve attendance

The school will:

- Provide regular attendance reports to class teachers and other school leaders, to facilitate discussions with pupils/students and families.
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.
- Review the attendance of all pupils who meet the threshold for Persistent Absence (90% or below) at least every two weeks, in line with DfE expectations.
- Pupils with an attendance plan and in receipt of attendance interventions will be reviewed every two weeks to measure the impact of actions taken by the school, and updated plans will be shared with parents/carers.

10.3 Reducing Persistent and Severe Absence

Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

Persistent Absence (PA):
Definition: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.
Threshold: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

Risk of Persistent Absence:
Definition: The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.
Threshold: While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence.
- Hold regular meetings with the parents/carers of pupils/students who the school and/or local authority consider to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school.
- Provide access to wider support services to remove the barriers to attendance.
- Follow the DDAT attendance strategy and hold meetings regularly to review and send out attendance letters.

10.4 Local Authority Notification of Extended Absence

In accordance with Regulation 12 of the Education (Pupil Registration) (England) Regulations 2006, the school will notify the local authority when a pupil has been absent for 15 school days or more, whether the absence is authorised or unauthorised. This includes pupils absent due to illness, medical treatment, or other circumstances. Notification will include the reason for absence, actions taken by the school, and details of any safeguarding concerns

11. Deletion of Pupils from the School Roll

DDAT schools comply with the Education (Pupil Registration) (England) Regulations 2006, the Working Together to Improve School Attendance (2024) statutory guidance, and the Children Missing Education (2025) guidance when considering the deletion of a pupil from the school roll.

11.1 Lawful grounds for deletion from roll

A pupil may only be removed from the admission register for one of the **15 lawful reasons** set out in Regulation 8 of the Pupil Registration Regulations.

Schools must ensure that the correct regulation code is applied and that all decisions are lawful, evidence-based, and defensible.

11.2 Mandatory checks before deletion

Before removing a pupil from roll, the school will:

- Verify that one of the 15 statutory grounds applies.
- Complete all reasonable enquiries to establish the pupil's whereabouts where these are unknown.
- Follow the school's safeguarding procedures, including home visits and escalation to children's social care where appropriate.
- Ensure that the DSL reviews the case where there is any safeguarding concern.
- Record all actions, attempts to contact the family, and outcomes on the school's safeguarding/attendance system.

The 15 lawful reasons for deletion from roll *(Regulation 8)*

- **Reg 8(1)(a):** The school is notified that the pupil has been registered at another school.
- **Reg 8(1)(b)**: The pupil has ceased to attend, and the parent has given written notification that the pupil is receiving education otherwise than at school (EHE).
- **Reg 8(1)(c)**: The pupil has moved out of a reasonable distance from the school and cannot reasonably attend.
- **Reg 8(1)(d)**: The pupil is detained in custody for more than four months.
- **Reg 8(1)(e)**: The pupil has been granted leave of absence for exceptional circumstances and has failed to return within 10 school days after the agreed return date.
- **Reg 8(1)(f)**: The pupil is certified by a medical professional as unlikely to be fit to attend school before the end of compulsory school age.
- **Reg 8(1)(g)**: The pupil has died
- **Reg 8(1)(h)**: The pupil will cease to be of compulsory school age and is not continuing in the school's sixth form.
- **Reg 8(1)(i)**: The pupil has been permanently excluded.
- **Reg 8(1)(j)(i)**: The pupil is a boarder and is withdrawn because of non-payment of fees.
- **Reg 8(1)(j)(ii)**: The pupil is a boarder and is withdrawn at the request of the parent.
- **Reg 8(1)(k)**: The pupil is registered at more than one school and has ceased to attend this school
- **Reg 8(1)(l)**: The pupil has been granted leave of absence for a holiday and has failed to return within 10 school days (rarely used; overlaps with 8(1)(e)).
- **Reg 8(1)(m)**: The pupil is no longer ordinarily resident in the UK and cannot reasonably attend.
- **Reg 8(1)(n)**: The pupil has been absent for 20 consecutive school days, the school has made all reasonable enquiries, and the LA agrees that the pupil is missing education (CME).

11.3 Local authority notification requirements

In accordance with Regulation 12, the school will notify the local authority:

- **Before** removing a pupil from roll in all cases except:

    - Death of the pupil
    - Transfer to another school where confirmation has been received
- **Within 5 days** of adding a pupil's name to the admission register at a non-standard transition point.

The school must provide the LA with all required information, including the ground for deletion and evidence of reasonable enquiries.

11.4 Children missing education (CME)

Where a pupil's whereabouts are unknown, or the pupil is believed to have moved away without a new school place being confirmed, the school must:

- Follow the DDAT CME procedures
- Conduct home visits
- Attempt contact with all emergency contacts
- Liaise with children's services where concerns exist
- Refer to the LA CME team
- Not remove the pupil from roll until the LA has completed its checks and confirmed that deletion is appropriate

11.5 Safeguarding and off-rolling pupils

DDAT recognises that any practice that constitutes off-rolling is unlawful; schools will not remove a pupil from roll:

- To improve attendance figures
- To avoid meeting the needs of pupils with SEND or behavioural needs
- To circumvent statutory duties

11.6 Record Keeping

Schools must retain:

- Evidence of all reasonable enquiries
- Copies of LA notifications
- Confirmation of new school placements
- Records of safeguarding actions
- The date and the specific regulation under which the pupil was removed

12. Working with External Agencies

Where we identify concerns relating to either persistent or irregular attendance, we will work collaboratively with the local authority and other external agencies to implement appropriate support packages for pupils to address concerns in a timely manner and to bring about improvements.

13. Policy Review

This policy will be reviewed when guidance from the local authority or DfE is updated, and as a minimum every two years by the Trust. At every review, the policy will be approved by the Local Trust Committee.

14. Links with Other Policies

This policy links to the following policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Teaching and Learning Policy
- Mental Health and Wellbeing Policy
- SEND Statement
- Pupils with additional health needs Policy
- Home Visits Policy
- Early Years Foundation Stage Policy
- Suspensions and Exclusions Policy
- Alternative Provision Policy

Appendix 1: Coding Attendance in line with DFE guidance 2024:

Code /\ (Present at the school):

- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):

- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):

- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.
- Schools must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):

- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

Code P (Participating in a sporting activity):

- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):

- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.
- **Code B (Attending any other approved educational activity):**
- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):

- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):

- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.

- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

Code S (Leave of absence for studying for a public examination):

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.

- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

Code R (Religious observance):

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):

- Used when a pupil is absent for a holiday that the school did not approve in advance.

- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

Code N (Reason for absence not yet established):

- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

Code O (Absent in other or unknown circumstances):

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

Code U (Arrived in school after registration closed):

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):

- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.