The Gallery Trust Attendance Policy

Orion Academy
(central policy)

2026/2027

This document is based on guidance from:
Working together to improve school attendance - GOV.UK

Monitoring arrangements

This policy will be reviewed every 2 years and/or following any updates to national and local guidance and procedures by The Gallery Trust Designated Safeguarding Manager. At every review, it will be approved by the Board of Trustees.

Updated	1st September 2026
Date ratified	22nd September 2026
Chair of Trustees	Chris Scrivener
Safeguarding Trustee	Helen Barter
Chair of LAB/RIB	Simon Terrington
Designated Manager for Gallery Trust	Alison Cox

The GALLERY TRUST

A community of special schools

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Key contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Executive Headteacher	Julia Hyde	julia.hyde@orionacademy.co.uk 01865 771703 (Orion Academy)
Designated senior leader for attendance	Gail Phillips	gail.phillips@orionacademy.co.uk 01865 771703 (Orion Academy)

Attendance officer/ individual(s) with responsibility for daily attendance	Gail Phillips	gail.phillips@orionacademy.co.uk 01865 771703 (Orion Academy)
RIB chair	Simon Terrington	c/o The Gallery Trust: 01865 557004 / or c/o Orion Academy: 01865 771703
RIB member responsible for attendance	Simon Terrington	
Trust		
Designated Safeguarding manager for Gallery Trust	Alison Cox	a.cox@thegallerytrust.co.uk
Trust lead for attendance	Cathy Clarke	c.clarke@thegallerytrust.co.uk
Other		
Oxfordshire County Council Local Authority School Attendance Team		https://schools.oxfordshire.gov.uk/cms/content/county-attendance-team 01865 323513
Multi Agency Safeguarding Hub (MASH)	0345 050 7666	https://www.oxfordshire.gov.uk/residents/children-education-and-families/keeping-children-and-young-people-safe/report-child-abuse

1. Aims

At The Gallery Trust we are committed to meeting our obligation, including those obligations laid out in Working together to improve school attendance - GOV.UK with regards to school attendance through our whole-school culture and ethos that values good attendance including:

- Setting high expectations for the attendance and punctuality of all students
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every 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 students have the support in place to attend school
- Making reasonable adjustments based on the individual needs of our students

We will also promote and support punctuality in attending lessons.

The Trust expects good attendance from its students, in order for them to make the most of the opportunities that the school has to offer. We rely on our partnership with parents to ensure that this is achieved. We consider good attendance to be 95% or more at this school.

2. Equality statement

We understand our obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child. We understand the individual needs of our students, and we always take these into consideration when working with our students and families.

3. Reasonable adjustments

Special Educational Needs (SEN) Support - Reasonable Adjustments

Reasonable adjustments are the changes that are made to a child's school life, so that they're not at a disadvantage compared to others. The term reasonable adjustment is often used in a general way to apply to all children with SEND.

We recognise our responsibility under the Equality Act to consider and make reasonable adjustments for all our students.

4. Roles and responsibilities

4.1 The Board of Trustees (BOT), Rapid Improvement Boards (RIB), and members of the Gallery Trust Senior Executive Team (SET)

The BOT, RIB and member of the SET are responsible for:

- Setting high expectations of all school leaders, staff, students and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
  - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific students, where appropriate

- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for students who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all students, but adapts processes and support to students' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual students or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting students needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
    - The importance of good attendance
    - That absence is almost always a symptom of wider issues
    - The school's legal requirements for keeping registers
    - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific students, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Sharing effective practice on attendance management and improvement across schools
- Holding the Headteacher to account for the implementation of this policy

4.2 The Executive Headteacher / Attendance and Safeguarding Lead

The Executive Headteacher, Julia Hyde, has delegated responsibility for attendance to Gail Phillips (Attendance and Safeguarding Lead), for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to their LAB or RIB, Trust and Trustees
- Supporting staff with monitoring the attendance of individual students
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary and/or authorising others to be able to do so

- Working with our parents to develop specific support approaches for attendance for students including where school transport is regularly being missed, and where students face in-school barriers due to their SEND
- Communicating with the local authority when a student has falling attendance, or where there are barriers to attendance that relate to the student's needs
- Communicating the school's high expectations for attendance and punctuality regularly to students and parents through all available channels

4.3 The designated senior leader responsible for attendance is Gail Phillips

The designated senior leader for attendance is responsible for:

- Leading championing and improving attendance across the school
- Offering a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence and making sure they are followed by all staff
- Liaising with students, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Making reasonable adjustments based on the individual students needs
- Creating intervention or reintegration plans with students and their parents/carers
- Delivering targeted intervention and support to students and families
- Provide attendance data to the Senior executive team for The Gallery Trust
- Working with the Local Authority attendance team to tackle persistent and severe absence
- Report concerns about attendance to the Head Teacher and to members of the trust central team when appropriate
- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Headteacher
- Working with Oxfordshire County Attendance Team | Oxfordshire Schools to tackle persistent absence
- Advising the Headteacher, or the individual that has been designated responsibility by the Headteacher, when to issue fixed-penalty notices

4.4 Class teachers/form tutors are responsible for:

Class teachers/form tutors are responsible for:

- Recording attendance on a daily basis, using the correct codes, see appendix 2, and submitting this information to the school office by 08:50 each day.
- Recognising any regular or patterns of absence of their class, and escalating any concerns with the attendance officer
- Having regular conversations with parents/carers around their child's attendance

4.6 School admin/office staff

School admin/office staff will:

- Retrieve messages from the school attendance line
- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the appropriate schools staff member in order to provide them with more detailed support on attendance
- Call parents /carers to follow up on daily non attendance
- Ensure daily attendance data is recorded and available by 10am
- Alert Senior Team Leader and Head Teacher immediately if student's whereabouts are unknown (after calls home have been made)
- Alert Senior Team Leader and Head Teacher of any attendance concerns around individual students or alternative providers
- Follow up with alternative providers if a student's attendance has not been provided by the placement

4.7 Parents/Carers
Where this policy refers to parent/carers, it refers to the adult the school and/or local authority decides is appropriate to work with, including:

- *All those who have parental responsibility for a child or young person*
- *Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)*

Parents/Carers are expected to:

- Make sure their child every expected, timetabled session on time
- Call the school to report their child's absence before 08:30 on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school 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
- Engage and work to any attendance contracts that you make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the school attendance lead or school office.

4.8 Students
Students are expected to: ● Attend school every day on time ● If appropriate attend any alternative provisions on time

5. Recording attendance

5.1 Attendance register
We will keep an electronic attendance register and place all students onto this register. 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, using the appropriate national attendance and absence codes (see appendix 2) Working together to improve school attendance - August 2024 - GOV.UK Chapter 8 page whether every 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 See Appendix 2: DFE attendance and absence codes We will also record: ● Whether the absence is authorised or not ● The nature of the activity if a student is attending an approved educational activity ● The nature of circumstances where a student is unable to attend due to exceptional circumstances We will keep every entry on the attendance register for 6 years after the date on which the entry was made. The school day starts at 08:35 and ends at 14:30 (Mon-Thurs) / 13:30 (Fri) The register for the first session will be taken from 08:35 and will be kept open until 08:50. The register for the second (afternoon) session will be taken at 12:30 (‘Discover’ Phase, Monday-Thursday - 12:00 on a Friday) and will be kept open until 12:40 (and 12:10 on a

Friday). 'Develop' and 'Futures' phases have their second session recorded at 13:00 (Monday-Thursday) and 12:30 (Friday). All registers are closed by 13:10 (Mon-Thurs) and 12:40 (Fri).

5.2 Unplanned absence

The student's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 08:30, or as soon as practically possible by calling the school admin/office staff who can be contacted through the school office.

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

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school may ask for 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 will be notified of this in advance.

Is my child too ill for school? - NHS provides guidance for parents and carers.

Health protection in children and young people's settings, including education - GOV.UK provides guidance on managing cases of infectious diseases in children and young people's settings, including education.

5.3 Planned absence

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

Any leaves of absence must be made through the schools' Leave of Absence Request Form.

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

The student's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 6.1 to find out which term-time absences the school can authorise.

5.4 Lateness and punctuality

A 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

Punctuality issues which arise from SEN Home to School transport will be considered and noted on our attendance recording system.

Lateness and punctuality is monitored, and partnership action is taken if trends or concerns are noted over time.

5.5 Following up unexplained absence

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

- Call the 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 student's emergency contacts, the school may make a home visit, contact the student's social worker, make a MASH referral, contact police or take any other appropriate action.
- 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(s) for which the student was absent
- 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 the OCC attendance officer County Attendance Team | Oxfordshire Schools
- Consider a home visit by school staff (this will take place if there are 3 continuous days of unexplained absence)
- Where relevant, report the unexplained absence to the students youth offending team officer
- Where appropriate, offer support to the students and/or their parents to improve attendance
- Identify whether the students needs support from wider patterns and make the necessary referrals, e.g Multi-Agency Safeguarding Hub (MASH) | Oxfordshire County Council

See appendix 3 for full details of our daily response to unexplained absence

5.6 Reporting to Parent/Carers

The school will regularly inform parents/carers about their child's attendance and absence levels. This is completed formally at least termly - though more regular communication will be maintained if levels of attendance are a concern.

6. Authorised and unauthorised absence

6.1 Approval for term-time absence

The Headteacher will allow students to be absent from the school site for certain educational activities, or to attend other schools or settings.

The Headteacher will only grant a **leave of absence** to a student during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

Exceptional circumstances are events which are unavoidable, examples may include the death of a close relative, attendance at a funeral, respite care of a looked after child, a housing crisis which prevents attendance. Exceptional circumstances will be considered on an individual student and family basis.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the;

- specific facts,
- circumstances
- relevant background context behind the request
- students attendance data

Any request should be submitted as soon as it is anticipated and, where possible, at least 3 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. If a student is over compulsory school age (e.g. sixth form), leave can be requested by the student, but this will be considered on an individual basis and in consultation with the parent/carer they normally live with.

Leave of absence will not be granted for a student to take part in protest activity during school hours.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the student's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart. Students should attend school on the days surrounding absence for

religious observance
- Parent(s)/carers 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 student is attending educational provision
- If the student is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a student to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the student is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the student not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

6.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

A) Penalty notices

The Headteacher (or someone authorised by them), local authority or the police can fine parents/carers for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the loc/1al authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that student
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent/carer who is liable for the student's offence(s) can be issued with a penalty notice, but this will usually only be the parent/carer who allowed the absence.

A penalty notice may also be issued where parents/carers allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the student must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

Please visit Attendance | Oxfordshire County Council for more information.

B) Notices to improve

If the national threshold has been met and support is appropriate, but parents/carers do not engage with offers of support, the school may offer a notice to improve to give parents/carers a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the student attends school.

They will include:

- Details of the student's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

7. Strategies for promoting attendance

Orion Academy celebrates attendance through an attendance shop (students gain currency through their levels of attendance),and also through the awarding of certificates and within assemblies. Teachers speak to the children in their class on a regular basis, and compliment when a student has shown increased levels of attendance, or is maintaining strong levels (particularly if their circumstance demands resilience).

Attendance is celebrated through displays, with regular dialogue, in policies, and through communications home - postcards and certificates to celebrate attendance are shared with

students and parents / carers.

8. Supporting students who are absent or returning to school

8.1 Students absent due to complex barriers to attendance

In working with our parents/carers to improve attendance, we will be mindful of the barriers our students may face and put additional support in place where necessary to help them access their full-time education. This will include:

- Having sensitive conversations and developing good support for students with physical or mental health conditions.
- Making reasonable adjustments for the individual student
- Considering whether additional support from external partners/carers (including the local authority or health services) would be appropriate
- Making referrals in a timely manner and working together with those services to deliver any subsequent support.
- Ensuring joined up pastoral care is in place where needed
- Considering whether a time-limited phased return to school would be appropriate, for example for those affected by anxiety about school attendance, recognising that such arrangements can be for a limited time only

A reintegration timetable can be used in exceptional circumstances where a reduction in education may be viewed as in the interests of the child and on a fixed-term basis only. This reintegration timetable should be agreed with parents, EHC Casework Officer and submitted to the County Attendance Team at OCC Reintegration timetables | Oxfordshire Schools

8.2 Students absent due to mental or physical health

All or our students have recognised SEND and have Education, Health Care Plans (EHCP), however our school recognises that some students will still face greater barriers to attendance than their peers. These can include students who suffer from long-term medical conditions or have high levels of anxiety . Their right to an education is the same as any other student and therefore the attendance ambition is the same for all our students.

We will liaise closely with the OCC Attendance Team and the OCC EHC Casework Team around our students' attendance and will alert them when we have concerns.

See our policy on supporting students with medical conditions

8.3 Students returning to school after a lengthy or unavoidable period of absence

We will work with our students and parents to put a plan in place to reintegrate a student back into school after a long period of absence. A reintegration timetable will be considered to support the student back in to school in line with 8.1 and 8.2, this will only be a short time

measure to support the student

9. Attendance monitoring

Attendance is monitored and followed up on a daily basis. Percentage figures are monitored and analysed (with actions taken) on a weekly basis. Gail Phillips is responsible for this monitoring and for attendance impact and improvement.

Teachers will note both authorised and unauthorised absences in the registers and this is followed up by Gail Phillips and members of the CLT.

We also provide regularly data to our Gallery Trust Designated Safeguarding manager and Trustees

9.1 Monitoring attendance

At our school we will:

- Monitor attendance and absence data (including punctuality);
    - Weekly,
    - Half-termly
    - termly and
    - yearly

across the school and at an individual student, year group and cohort level

- Identify whether or not there are individual students or particular groups of students whose absences may be a cause for concern
- Work to identify absence patterns
- Share specific information with the DFE
- Provide data each term that will be published at national and local authority level through the DFE's school absence national statistics releases
- Benchmark our attendance data at;
    - Whole school
    - Year group and
    - Cohort level

  Against local, regional and national levels to identify areas of focus for improvement, and share this with our RIB and with Trustees

9.2 Analysing attendance

Our school will:

- Analyse attendance and absence data regularly to identify students, groups or cohorts that need additional support with their attendance and use this analysis to provide targeted support to these students and their families
- Identify students whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence

- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

9.3 Using data to improve attendance

Our school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual students, groups or cohorts that it has identified via data analysis
- Provide targeted support to the students it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families
- Provide regular attendance reports to classteachers, to help facilitate discussions with students and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and student premium lead
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a student's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific students, where appropriate

9.4 Reducing persistent and severe absence

Persistent absence is where a student misses 10% or more of school, and severe absence is where a student misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents/carers of students who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
- Discuss attendance and engagement at school
- Listen, and understand barriers to attendance
- Explain the help that is available

- Explain the potential consequences of, and sanctions for, persistent and severe absence
- Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these students. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary, see 6.2 Sanctions

10. Student missing from education

Any student who is absent without an explanation after 5 consecutive school days and the school is unable to make contact with the family must be referred to the MASH and the police. If the student cannot be located we will contact the Missing Education Officer at Oxfordshire County Council
https://schools.oxfordshire.gov.uk/access-learning/children-missing-education

11. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by The Designated Safeguarding Manager for The Gallery Trust and the Head Teacher for our school. At every review, the policy will be approved by the Trustees.

12. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy.

Appendix 1:

Response to unexplained absence.

First Day Response
If a student is absent from school and we have **not** been informed, either by telephone or letter, a phone call home will be made to establish the reasons for the absence. This will happen on the **first day of your child's absence from school.** Please note that for students not living in the close vicinity of our school, if they have a medical/ dental appointment, we do not expect them to take a full day off school. If the parent cannot be contacted, the school will call other emergency contacts that have been provided to the school to try and establish the safety and whereabouts of the student. A home visit may take place if there are concerns about the wellbeing of the student All phone calls are made with the utmost consideration of the needs and feelings of the recipient and politeness is a primary factor. A follow up email or letter will be sent requesting an explanation for the absence.
Third Day Response
For safeguarding reasons we will make a home visit (this may have already been carried out previously). However if we are unable to get a response then we will report it to the police as your child will then be classed a 'missing child'.
Ongoing considerations
On each day that a student is absent we will consider any additional vulnerabilities or concerns that we may have around the individual and make an assessment of risk. This may mean that actions are taken sooner for example contact with police or social care on day one of absence where no explanation is provided

Appendix 2: DFE attendance and absence codes

Working together to improve school attendance - GOV.UK

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		

C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made

Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: · In police detention · Remanded to youth detention, awaiting trial or sentencing, or · Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		

G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 3: Legislation and guidance

This policy meets the requirements of the DfE's Working together to improve school attendance - GOV.UK , Guidance for maintained schools, academies, independent schools, and local authorities, September 2024, and refers to the DfE's statutory guidance on school attendance parental responsibility measures. 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
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The School Attendance (Pupil Registration) (England) Regulations 2024
- SEND code of practice: 0 to 25 years - GOV.UK
- Equality Act 2010

It also refers to:

- Complete the school census - Guidance - GOV.UK
- Keeping children safe in education - GOV.UK
- Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK
- Children missing education - GOV.UK