

Emmanuel Junior Academy



'Be Respectful, Be Courageous, Be Safe'

Attendance Policy 2025-2026

Last reviewed on: September 2025
Next review due by: September 2026



THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST

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1. Vision and Ethos

To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled and successful in all aspects of their lives.

‘Start children off on the way they should go, and even when they are old they will not turn from it.’ (Proverbs 22:6)

We strive to be respectful, courageous and safe at all times, understanding that God is with us. To achieve our vision we expect every member of our school community to:

*“Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.”*

— John Wesley

We aim for excellence in all we do and securing outstanding behaviour is part of this drive. We aim to ensure that we provide a world class education for every child, motivating them to attend school every day and ensuring all achieve their full potential, demonstrating highly positive attitudes to learning.

We strive to be respectful, courageous and safe at all times, understanding that God is with us and these values underpin our expectations of behaviour and are central to our behaviour policy.

This policy was created with our vision at its heart.

2. Aims

In order for our pupils to maximise all learning opportunities provided and to reach their full potential, consistently good attendance is vital. As a school, we are committed to meeting our obligations with regard to school attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Identifying and acting promptly to address patterns of absence
- Building strong relationships with families to ensure pupils have the right support in place to ensure they attend school.
- Promoting and supporting punctuality in attending school.

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), along with our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil 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 make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and refers to the DfE statutory guidance on [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)

- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education 2025](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

3. Roles and responsibilities

3.1 Executive Headteacher/Head of School

NB: The Executive Headteacher may delegate duties linked to attendance to the Head of School, and quality assure this work regularly. Responsibilities include:

The Executive Headteacher/Head of School are responsible for:

- The implementation of the school's Attendance Policy in school
- Have responsibility as Senior Attendance Champion, as per statutory guidance.
- Development, review and implementation of the attendance policy at the school
- Monitoring school-level absence data and sharing this information with the Local School Board in the Headteacher's Termly Report.
- Supporting all staff in monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Having an oversight of data analysis regarding attendance
- Setting and monitoring targets for improving attendance within the school, and evaluating targets with the senior leadership team
- Liaising with other partner agencies and services towards improving and developing strategies to raise levels of attendance.
- Promoting good attendance across the school community through the weekly newsletter and assemblies, and creating a whole school ethos of 'every school day matters'.
- Authorising the issuing of fixed-penalty notices, where necessary
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs.
- Having an oversight of data analysis regarding attendance using Arbor and/or Insight

The Executive Headteacher is Leyton McHale. The Head of School and Senior Attendance Champion is Mark Backhouse and can be contacted via school reception (0114 2483048) or at enquiries@eja.dsat.education.

3.2 Class teachers

- Complete registers accurately and promptly

- Have regular discussions with pupils about the importance of regular attendance and punctuality
- Provide a positive, welcoming environment for children returning after absence
- Liaise with other school staff and respond to attendance issues promptly.
- Support the Trust/whole school ethos of promoting good attendance.
- To know and understand absence data, and to identify those pupils who are at risk of persistent absence and work with the attendance lead to offer early intervention and support.
- Celebrate good or improved attendance within their classrooms as agreed by the school, e.g extra playtimes, rewards.

3.3 Attendance Officer

Schools may appoint an attendance lead with delegated responsibilities, including:

- Producing and distributing attendance information for parents/carers
- Setting and monitoring targets for improving attendance within the school, and evaluating targets with the senior leadership team
- Supporting all school staff in their work related to attendance
- Collating attendance data as required for senior leadership team, DfE, LA and LSB
- Identifying individual pupils with known punctuality/attendance issues, and ensuring these pupils are monitored closely
- Referring pupils to the DSAT EWO/Attendance Lead when attendance gives cause for concern, and liaising with the EWO to develop strategies to support these pupils/families
- Liaising with other partner agencies and services
- Providing regular attendance reports to school staff and reporting concerns about attendance to the Senior Attendance Champion (Headteacher)
- Working with Local Authority officers to tackle persistent absence
- Advising the Senior Attendance Champion (Head of School) when to issue fixed-penalty notices

The Attendance Officers in school is Lauren Hardwick and can be contacted via school reception (0114 2483048) or at enquiries@eja.dsat.education

3.4 School Admin Staff

School staff will:

- 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 Attendance Officer where appropriate, in order to provide them with more detailed support on attendance
- Make first day absence phone calls in line with the First Day Absence protocol

The School Admin Staff in school are Lauren Hardwick and Kerry Elliott and can be contacted via school reception (0114 2483048) or at enquiries@eja.dsat.education.

3.5 The Local School Board

- Will receive information from the Headteacher and/or EWO on attendance in the Headteacher's termly report.
- Will support the school in setting attendance targets
- Will support the school in planning a response where attendance is a cause for concern
- Will support the school in its efforts to raise attendance

- May support the school by attending strategic meetings or attendance panels as appropriate.

3.6 Trust Attendance Lead/Education Welfare Officer:

The Trust has its own appointed Education Welfare Officer who will:

- Work with the CEO, Director of Business and Operations, Headteachers and Heads of School, Learning Mentors and Attendance Leads to develop and evaluate processes, communication streams and efficient ways of working to support attendance.
- Have an up-to-date knowledge of legal proceedings and statutory processes
- Provide advice for schools and engage with pupils, parents and families to improve pupil attendance rates
- Arrange and carry out home visits or on-site visits to explore and offer support for families
- Carry out regular safeguarding home visits when a pupil absence is prolonged or unexplained
- Work with other staff and agencies who support pupils, such as local authorities and multi agencies, including support for Early Help assessments and TAF meetings
- Take part in internal meetings to share information and provide guidance on Trust policy where necessary
- Where required participate in Child Protection procedures, including making an education contribution at case conferences and multi-agency meetings

The Trust Attendance Lead is Alison Halliwell and can be contacted on Tel: 01709 718640 Option 4.

4. Statement of Expectation

4.1 Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- 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)

4.2 What our schools expects of parents/carers

- To fulfil their statutory responsibility by ensuring their children attend school regularly and on time.
- To ensure they contact the school as per reporting procedures if their child is unable to attend.
- To ensure their child arrives on time, and is well prepared for the day (equipment, homework completed, PE kit etc.)
- To contact the school (class teacher/SLT/admin staff) in confidence if a problem arises that may keep their child from attending school.
- To inform the admin staff of any forthcoming appointments and, where possible, make appointments outside of the school day. Evidence of an appointment **must** be shown to the school office staff – without evidence, the absence for a full session will be logged as unauthorised. Parents collecting children early will also be asked to show evidence of the appointment.
- To take holidays in the school holiday period only; special leave in term time will only be authorised in very exceptional circumstances – see appendix for list of absence codes.
- Seek support, where necessary, for maintaining good attendance, by contacting The Attendance Officer (Lauren Bagshaw) who can be contacted via the school office.

4.3 What parents can expect of their school

- The encouragement and promotion of good attendance
- Regular, efficient and accurate recording of attendance
- First day contact with parents when a pupil fails to attend school without providing prior notification
- Prompt action when any problems are identified
- Close liaison with the Trust Education Welfare Officer, LA Attendance Officers and Early Help Team to assist and support parents and pupils
- Notification to parents/carers of their child's attendance record through annual reports sent home (drawn from Arbor/Insight)

4.4 Attendance register

What our schools expects of pupils:

- To attend school every day, unless in exceptional circumstances.
- To arrive on time, appropriately prepared for the day
- To report to their class teacher for registration, or to the school office if late
- To tell a member of staff if there is a problem which may prevent them from attending school

5. Recording Attendance & Procedures

5.1 Attendance Register

We will keep an electronic attendance register and place all pupils 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 from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil 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 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil 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.

Pupils must arrive in school by the beginning of the register on each school day. This is made known to all families annually and is shown on the website.

The register for the first session will be taken at 8:55am and will be kept open for 35 minutes. The register for the second session will be taken at 13:00 and will be kept open for five minutes until the start of the first lesson.

5.2 Unplanned absence

The pupil's parent/carers must notify the school of the reason for the absence on the first day of an unplanned absence by 08:55am, or as soon as practically possible, by calling the school office staff, who can be contacted via the main school office on 0114 2483048.

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 will 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.

5.3 Planned absence

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

This is done by speaking to the office staff at school, either in person or by phone. An email can also be sent to (enquiries@eja.dsat.education).

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

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 6 to find out which term-time absences the school can authorise.

5.4 Lateness and Punctuality

Pupils who are regularly late for school will miss out on valuable learning time. Late arrival in school can not only disrupt the individual child's learning, but also that of their peers. Our schools will take active steps to address persistent lateness

A pupil who arrives late after gates/doors closed:

- Must report to the school office, where a record of their late arrival will be made with the time of arrival and reason for the lateness
- Before the register has closed (09:30), will be deemed to be late, and given a late mark (L).
- After the register has closed (09:30), will be marked as 'U', and classed as unauthorised absence for that session
- Staff will monitor lateness, and note persistent offenders. Arbor registers will be annotated with the number of minutes late
- Where a pattern of repeated lateness is seen, the school will send the relevant 'Late' letter 1 to remind parents of the importance of good timekeeping
- Where the problem persists, the school can ask the DSAT EWO to speak to parents by telephone to discuss their child's lateness and try to identify causes/seek remedies to the problem

- If there is no subsequent improvement, school will send 'Late' letter 2, and parents will be invited to a meeting with the headteacher and EWO.
- In the case of 'U' codes, these will be assessed against the latest DfE guidance on absences (10 in 10 rule).

The school monitors punctuality carefully. If the school begins to be concerned about lateness they will contact the parent/carer to explore this. This may be due to the total number of late marks recorded or repeated late marks within a short space of time.

5.5 Unexplained Absence:

Although parents are expected to contact the school if their child is to be absent due to illness or other unexpected reasons, there will be instances where this does not happen. In such cases, all schools will follow a 'first day call' procedure as outlined below:

- If no message has been received, teachers or office staff will note the absence as 'N' at the close of registers. This can be updated depending upon outcome of first day protocols
- Parents must be advised that the correct procedure is to ring the school office to report absence. They must not use Dojo or send third party messages to staff. If passed through a third party, office staff will still contact parents to verify the message
- The school office may send a text message as soon as registers are closed to the primary contact to check on the absence
- If no contact has been received by 9:30am, the office staff will start to ring the contacts on the pupil's file
- Should there be no response from any of the contacts on file, office staff should consult the SLT/safeguarding leads to ascertain whether a home visit should be made. This can be by school staff or the DSAT EWO
- The school may choose to contact their Local Authority Safeguarding Hub if in person contact cannot be made with the family and there are concerns around the safety of the child(ren). This decision would be made following careful discussion between DSLs and SLT

5.6 Following up unexplained absence

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

- Follow the first day absence protocol (Appendix 2)
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving the Trust Attendance Officer.
- Where relevant, report the unexplained absence to the pupil's Social Worker
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with, school will follow the Graduated Approach (appendix 4)

5.7 Safeguarding

Children may be at risk if they do not attend school regularly. Safeguarding the interests of each child is everyone's responsibility.

Failing to attend school on a regular basis is considered to be a safeguarding matter.

As part of first day call procedures outlined, schools can make home visits to ascertain the well-being of pupils. In any instance, where a pupil has not attended and the school has not been contacted with what it deems an acceptable reason, a home visit can be carried out. The school will speak to their safeguarding leads and the EWO for additional advice where necessary, and where appropriate DSLs contact their Local Authority Safeguarding Hub for support.

5.8 Reporting to parent/carers

Attendance and punctuality information about their child is reported to parent/carers half-termly through letter home. Overall attendance percentage, number of sessions missed and number of lates are reported. Within the letter, parents are also given information about the threshold for cause for concern and persistent absence and whether their child's absence falls within this.

Children's attendance and punctuality is also discussed at bi-annual parent/carer consultation meetings.

When a child's attendance is a cause for concern, it will be discussed more regularly with parents through the Graduation Response (appendix 4).

5.9 The school's response to attendance issues/following attendance pathways

- The school will identify and monitor pupils whose attendance gives cause for concern. The Trust will set a target for attendance, to be reviewed each academic year.
- The Trust target for the academic year 2025-26 is 96%.
- **Pupils falling below 96% will be deemed to be of concern.** The attendance leads in school should review the attendance data, and make initial contact with the parent/carer to express their concerns and offer Early Help support. At this stage schools may decide to send their first 'light touch' letter and monitor at 3-4 week intervals, sending letters 2 and 3 if there is no improvement. The Trust EWO may also make contact with parents at this stage for an informal discussion.
- **If attendance continues to fall to below 90%**, as defined by the DfE a child will be deemed to be 'Persistently Absent' (PA). Absence at this level is likely to cause considerable damage to a child's educational prospects and the school will need parent/carer's fullest support and co-operation to address this. If not taken up already, Early Help support should be offered again. Parents will be invited to an attendance review panel in school with the Headteacher/Attendance Lead and Trust EWO.
- If there is no improvement and school-based support has failed to have an impact, the school may decide to follow their specific Local Authority Attendance Pathway and request the issue of a Fixed Penalty Notice.
- A support plan should be created for the family, and further professional help accessed if not already in place. Regular review meetings will be held in school to monitor progress.
- Children whose attendance continues to fall to below 50% are deemed to be Severely Absent (SA) and will need a specific targeted plan. This should be created in liaison with support from the relevant Local Authority Inclusion and Attendance lead.
- Parents should be reminded that failure to comply with the above interventions could eventually lead to the issuing of Fixed Penalty Notices, or prosecution in court. The Local Authority will contact parents regarding the issuing of fines or any other legal action.
- At any point during this process, the school may visit the home to conduct regular safe and well checks as part of their safeguarding responsibilities.

All absences will be assessed against current DfE guidance;

When a child receives 10 unauthorised absences in any rolling 10 week period, the school must consider the next steps. This could include unauthorised absence (O codes), unauthorised lateness (U codes), unauthorised term time leave (G codes) or a combination of these codes.

6. Authorised and unauthorised absence

6.1 Approval for term-time absence

The Head of School will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The Head of School will only grant a **leave of absence** to a pupil 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

A leave of absence is granted at the Head of School's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as situations that are "sudden, unforeseen, out of the norm and which may temporarily and significantly impact on the child's family situation".

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

As a leave of absence will only be granted in exceptional circumstances, they will not 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 and relevant background 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 Head of School may require evidence to support any request for leave of absence.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil'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
- Parent(s) 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 is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil 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 pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil 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

The law states that parent/carers do not have the right to take their child out of school for term time holidays. Our school does not authorise holidays in term time. Our schools will refer any cases of unauthorised holiday absence that meet Local Authority thresholds for the issuing of a Fixed Penalty Notice.

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.

6.3 Penalty notices

The Head of School (or someone authorised by them), local authority or the police can fine parents 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 local 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 pupil
- 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

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 suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

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

Under new DfE Guidance, Local Authorities will only issue two fixed penalty notices in a rolling 3-year period. Fixed penalty notices are issued per parent, per child for any leave of absence of 5 days or more.

Offence 1 – FPN of £160 per parent/per child This FPN will be reduced to £80 per parent/per child if paid within 21 days.

Offence 2 – FPN of £160 per parent/per child. No reduction.

Offence 3 – LA will consider prosecution through magistrates' court.

If parents do decide to take their child out of school during term time, school should be notified by the completion of a leave of absence request form at least 20 days prior to the date of absence.

Leave of absence request forms must be collected in person from the school office, and not given out by class teachers.

Where a leave of absence request is deemed to be due to very exceptional circumstances, the headteacher will consult with the Trust EWO on a case-by-case basis to ascertain whether the FPN can be waived or an 'authorised absence' code used as per new coding guidance.

Families requesting leave of absence for the purposes of Religious Observance should speak to their Head of School for guidance.

If a child is reported as ill but there is reasonable belief/evidence that the family are on holiday, the school has the right to apply for a Fixed Penalty Notice to be issued. The LA will then assess the validity of the request. The school can conduct home visits as part of this process

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £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 the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

6.4 Notices to improve

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

They will include:

- Details of the pupil'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. Children Missing in Education/Absent from Education

Children/students who cannot be located, or their families contacted, will be considered missing from education. The LA Children Missing from Education Team will be informed and will pursue the matter in accordance with specific Local Authority procedures. If the family/ child is still deemed missing after 20 school days they may lose their school place and be removed from the school roll.

Schools must notify their relevant LA CME team in September if a parent/carer informs the school that they will not be accepting the place at the school or have not attended on the first day of school as expected.

Similarly, schools will pay particular attention to those pupils whose persistent absence is impacting severely upon their education, and classed as 'absent from education'.

These cases will be discussed with SLT/Safeguarding leads and Trust EWO to ensure that appropriate and robust action is taken to address concerns.

KCSIE Sept 2025: *Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to Local Authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.*

These cases will be discussed with SLT/Safeguarding leads and Trust EWO to ensure that appropriate and robust action is taken to address concerns.

8. Elective Home Education (EHE)

Should a parent decide to educate their child at home, they should be directed to contact the relevant Local Authority Home Elective Home Education team for advice. The school should remain impartial and neither persuade or dissuade the family from choosing this option.

A pupil may be removed from the school register;

Relevant regulation 9(1)(f)

240. Where the pupil's parent has informed the school in writing that the pupil will no longer attend the school after a certain day and will receive education otherwise than at a school and that day has passed, and there is no school attendance order naming the school in force in relation to the pupil.

If a parent does confirm in writing that they are choosing to home educate, the school may then remove the child from the school roll immediately, informing the LA Elective Home Education officer. The school is under no obligation to keep the child's place open.

9. Strategies for promoting attendance

A number of strategies are used to promote good attendance. First and foremost is the creation of a culture of care and nurture within the school so children feel safe and also a high-quality provision for all so children feel successful in their learning. In addition, the following incentives are in place:

- Half-termly Attendance Awards Assemblies where children are presented with certificates and badges based on their attendance for the half term
- Best attending classes are celebrated in the weekly Emmanuel Eye parent/carer newsletter
- A whole-school display celebrates best attending classes
- Children with 100% attendance for the year receive an end of year treat
- Parents receive improvement letters when attendance improves

10. Supporting pupils who are absent or returning to school

10.1 Pupils absent due to complex barriers and/or mental or physical ill health or SEND

School will use the Graduated Response (appendix 4), working with the parents and seeking the support of the Trust Attendance and Safeguarding outside agencies to help address any barriers to good attendance. Agencies may include:

- Family Intervention Service
- Local Authority Attendance and Inclusion Service
- The Trust Attendance Lead
- Social Care
- Educational Psychologist Service/CAHMS
- GPs

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

10.2 Pupils returning to school after a lengthy or unavoidable period of absence

School work with parents to agree a personalized plan to support successful reintegration.

11. Attendance monitoring

11.1 Monitoring attendance

The school will:

- monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.
- Identify whether or not there are particular groups of children whose absences may be a cause for concern
- Report termly to the Local School Board and Trust

Specific pupil information will be shared with the DfE on request.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its 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 the Local School Board.

11.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and

- Identify pupils 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

11.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)

The school is aligned to the Sheffield LA Working Together to Improve Attendance (September 2025), approach in which there are three stages:

1. *Voluntary Support*
2. *Formal Support: including the use of an Attendance Contract.*
3. *Enforcing Support: including prosecution*

There is a Graduated Approach taken to the monitoring of attendance for individuals and intervention (see attached procedures in appendix 4)

It is important to note that non improvement and lack of engagement can mean moving up to the next stage. When a case moves to the next stage is based on the individual circumstances of that family and child.

- Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the Local School Board and school leaders (including special educational needs co-ordinator, designated safeguarding lead and pupil 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 pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

11.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil 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 of pupils 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 pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

12. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually. At every review, the policy will be approved by the full Local School Board.

13. Links with other policies

This policy links to the following policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy

Appendices

Appendix 1: Attendance Codes - The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Meaning	Type
/ \	Present at the school / morning \ afternoon	Present Mark
B	Attending any other approved educational activity - Alternative Provision not arranged through the approved framework	Present Mark
C	Authorised Circumstance (see next page for breakdown)	Authorised Absence
D	Dual registered at another school - Attending an Inclusion Centre - Attending Alternative Provision at another school site - Hospital education - Education at a secure / residential site - Off-site direction / managed move	Present Mark
E	Suspended or permanently excluded and no alternative provision made	Authorised Absence
G	Holiday not granted by the school or Term Time Leave not granted by the school	Unauthorised Absence
I	Illness (not medical or dental appointment)	Authorised Absence
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution	Authorised Absence
K	Attending education provision arranged by the Local Authority - Home Tutoring - Approved Framework for Alternative Provision - Blended Learning	Present Mark
L	Late arrival before the registers have closed	Present Mark
M	Attended a medical appointment	Authorised Absence
N	Reason for absence not yet established	Unauthorised Mark
O	Absent in other or unknown circumstances	Unauthorised Absence
P	Participating in a sporting activity	Present Mark
Q	Unable to attend the school because of a lack of access arrangements	Not expected to attend
R	Religious Observance	Authorised Absence
S	Leave of absence for the purpose of studying for a public examination. Must be used sparingly with revision opportunities in school.	Authorised Absence
T	Parent travelling for occupational purposes, and the pupil has attended for at least 200 sessions in preceding 12 months.	Authorised Absence
U	Arrived in school after registration closed	Unauthorised Absence
V	Attending an Educational Trip or Visit	Present Mark
W	Attending Work Experience	Present Mark
X	Non-compulsory school age pupil not required to attend school	Not expected to attend
Y	Unable to attend school because of unavoidable cause (see next page for breakdown)	Not expected to attend
Z	Prospective or previous pupil not on admission register	Not expected to attend

Code	Meaning	Type
The Y code: Unable to attend school because of unavoidable cause, is broken down into the following sub codes to provide better differentiation of the reason:		
Y1	Unable to attend due to transport normally provided not being available	Not expected to attend
Y2	Unable to attend due to widespread disruption to travel	Not expected to attend
Y3	Unable to attend due to part of the school premises being closed. For example, this may be due to damage or teacher strikes.	Not expected to attend
Y4	Unable to attend due to the whole school site being unexpectedly closed. For example, extreme weather, damage, no hot water, or heating.	Not expected to attend
Y5	Unable to attend as pupil is in criminal justice detention. For example, in police detention, remanded to youth detention, awaiting trial or sentencing, or detained under a sentence of detention.	Not expected to attend
Y6	Unable to attend in accordance with public health guidance or law. contrary to or prohibited by any guidance relating to the incidence or transmission of infection or disease.	Not expected to attend
Y7	Unable to attend because of any other unavoidable cause. For example, an emergency has prevented the pupil from attending. The unavoidable cause must be something that affects the pupil, not just the parent.	Not expected to attend
The C code: Authorised Absence is broken down into the following sub codes to provide better differentiation of the reason:		
C	Leave of absence for exceptional circumstances. Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school. A leave of absence is granted entirely at the school's discretion.	Authorised Absence
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.	Authorised Absence
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable.	Authorised Absence

Appendix 2: First day absence protocol

If a child is absent and we have not had contact from a parent or guardian, the following steps will be taken.

1. Contact via telephone to all emergency contacts. Parent/carer answers call and reason for absence recorded. (If there is any concern regarding the reason for absence or the child is identified as a lower attending pupil the **Head of School, attendance manager** or **designated safeguarding lead** is informed.)
2. If no contact is made during the first call:

Pupils deemed as not vulnerable: If a child is assessed as having good attendance and there are no other perceived vulnerabilities, an answerphone message will be left and the contact recorded on Arbor. A second call would be made in the afternoon and the following morning and reason recorded when established

Pupils deemed as vulnerable: if no contact is made and the child is assessed as vulnerable or absence is a concern, an answerphone message will be left asking the parent to contact school as a matter of urgency, and the contact recorded on Arbor, The call will be repeated at 10am. If no contact has been made from the parent by lunchtime for vulnerable children, a home visit will take place.

If a home visit is carried out and no response is secured, a visit letter is left asking parents to contact school as soon as possible.

Next steps in line with Children Missing to Education protocol are carried out, with a further visit the following day.

If at any point it is felt that the child may be at risk, safeguarding procedures are followed.

Any child at risk of truancy has their attendance checked at 9am and a call placed to a parent/carer immediately to ensure the parent/carer is aware that the child is not at school. Risk factors would be previous incidents of not attending when a parent/carer believes the child is in school, children who walk to school on their own, children where incidents have occurred the day before.

Appendix 3: Graduated Approach (Sheffield Working Together to Improve Attendance, Sept 24)

Desired Outcome: **For every child to be in school every day, and on time.**

To reach this outcome, we must support all children.

We need to support our 100% attenders to remain 100% attenders.

We need to support our 96%-99% attenders to raise their attendance and get as close to 100% as possible.

We need to challenge our 92%-96% attenders, to remind parents of their duty to ensure their child is in full time education and offer support to prevent further absences in the future.

And we need to follow a graduated approach for our irregular attenders to ensure we assess why they are not attending regularly, create a plan to support improvement in attendance, implement the plan and review to see if improvements have been made.



Assess

The reason preventing the child attending regularly

The needs across Education, Health and Care

Has the child's voice been captured, what do they need to happen so they can attend?

What has already been implemented to improve the child's attendance?

What support is required to improve the attendance?

What interventions may be required to improve the child's attendance?

What further assessments may be required?

Set time scales for assessments to be carried out

Plan (Voluntary Support)

What next steps need to take place to help the young person attend every day, on time?

Who will support and what their actions are?

Set time scales for the plan to be implemented

What outcomes do we expect to see?

Ensure the plan is shared with all parties including the child

Do

The plan is carried out by all professionals, the family, and the young person

Review

Has the support worked, does the child and family feel they have been supported?

Are we seeing movement towards the desired outcomes, even small improvements can be big steps?

Has there been any party who hasn't carried out their actions?

Has the child's voice been captured, how do they feel the last few weeks have gone, what difference has been made, what are they proud of, what could have been better?

Appendix 4: Graduated Response- Stages of Support

Half termly monitoring will identify the need for staged intervention.

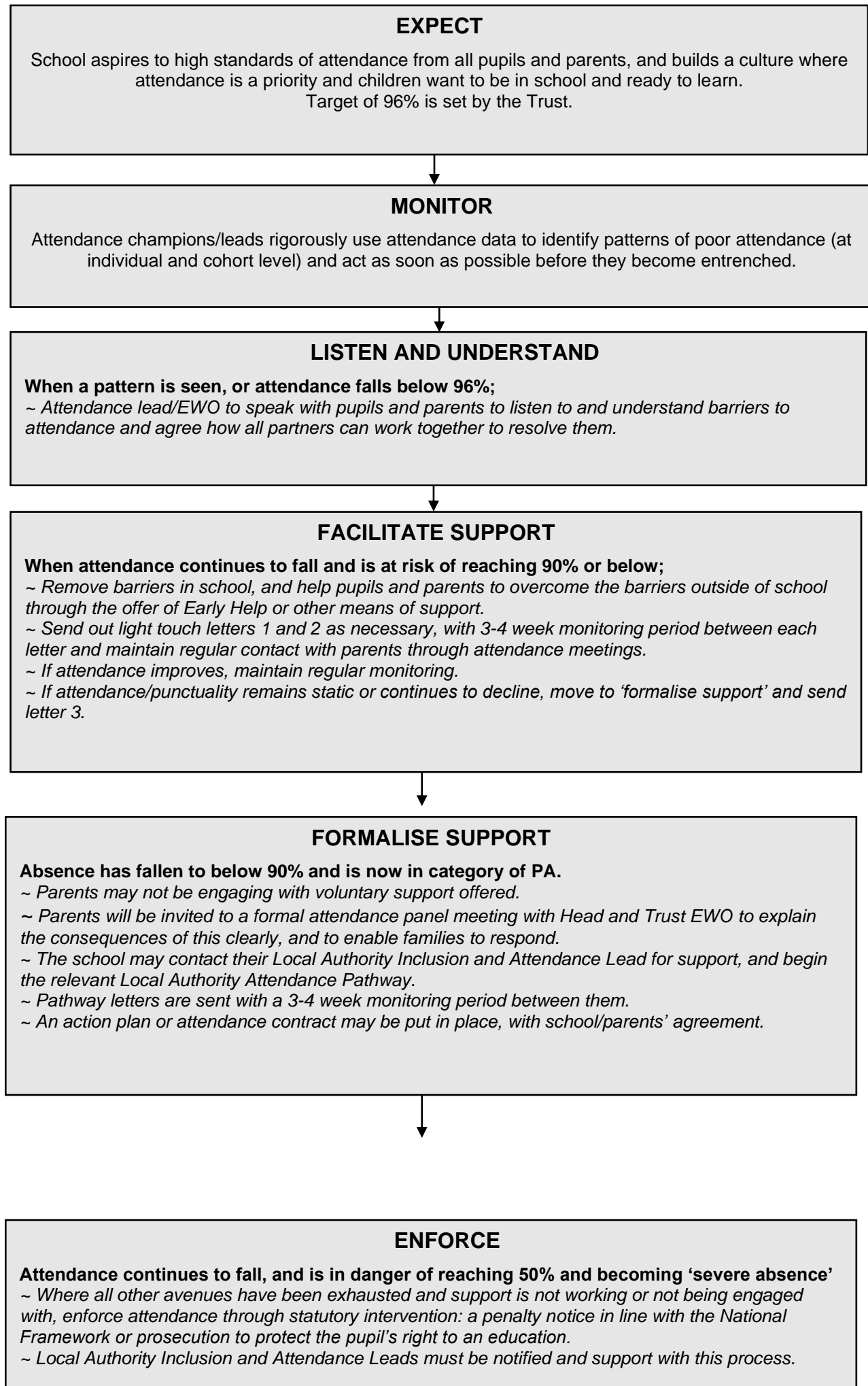
Significant falls in attendance may instigate immediate movement to a higher stage. Parents/carers may be invited to meet informally with the pastoral team and Attendance Officer.

The following staged interventions are guidance and are applied flexibly to offer the best support to family in order to bring about improvement.

Stage	Trigger	Description of Intervention	Monitoring All attendance/ punctuality causing concern is monitored through the Absence Tracker	Person/s responsible/ involved
Stage 1a: Cause for Concern	<ul style="list-style-type: none"> Child's attendance falls below 95% And/or Child has more than 5 late marks in a half term 	<ul style="list-style-type: none"> A Cause for Concern Letter is sent to parents 	<ul style="list-style-type: none"> Attendance/ punctuality is analysed at half-termly Attendance Monitoring Meetings 	Attendance Officer
Stage 1b: Voluntary Support	<ul style="list-style-type: none"> Absence remains below 95%, following Cause for Concern. And/or Punctuality has not improved 	<ul style="list-style-type: none"> A Stage 1a letter is sent to parent/carer and the Attendance Officer makes contact with parents/carers, usually by telephone. Absence is unpicked and support is offered where appropriate. 	<ul style="list-style-type: none"> Attendance/ punctuality is checked every two weeks The Attendance Officer makes contact with the parent/carers again if any changes are noted (including improvements) 	Attendance Officer
Stage 1c: Enhanced Voluntary Support	<ul style="list-style-type: none"> Absence remains below 95%, following Stage 1a And/or Punctuality has not improved 	<ul style="list-style-type: none"> A Stage 1b letter is sent to parent/carer inviting them to a meeting in school. A meeting takes place between the Headteacher (Senior Attendance Champion), the Attendance Officer and the parent/carer. It may also be appropriate to involve the child. During the meeting, a target and plan is agreed between parent/carer and school. Outside agency support is discussed and considered (eg Family Intervention Service) The meeting is recorded and a copy is shared with the parent/carer and saved on CPOMS The DSAT Education Welfare Officer is notified 	<ul style="list-style-type: none"> Attendance/ punctuality is checked every two weeks The Attendance Officer makes contact with the parent/carers again if any changes are noted (including improvements) At the end of the half term, the plan is reviewed between the parent/carer and the Attendance Officer. It is adapted where appropriate. 	Senior Attendance Champion (Head) and Attendance Officer DSAT EWO
Stage 2: Formal Support	<ul style="list-style-type: none"> Absence persists And/or Parent/carer s not engaging with 	<ul style="list-style-type: none"> A Stage 2 letter is sent to parent/carer inviting them to an Attendance Panel Meeting An Attendance Panel Meeting takes place between the Headteacher (Senior Attendance Champion), the Attendance Officer and the parent/carer. It may also be appropriate to involve the child. 	<ul style="list-style-type: none"> Following the panel meeting, attendance is monitored daily. Reviews meetings take place every three weeks between 	Senior Attendance Champion (Head) and Attendance Officer DSAT EWO

	Voluntary Support	<ul style="list-style-type: none"> • The DSAT EWO, the child's FIS or social worker (where applicable) and any other school staff (eg SENDCO) or external agencies working with the family are invited. • An Attendance Contract is completed, using the Sheffield Local Authority template. • The Attendance Contract shared with the parent/carers and saved on CPOMS • The school's Local Authority Attendance and Inclusion Officer is notified. 	parent/carers and school.	LA Attendance and Inclusion Officer
Stage 3: Enforced Support (prosecution)	Absence persists AND All other voluntary and formal support has been exhausted	<ul style="list-style-type: none"> • School uses the Local Authority ALP Checklist to ensure all measures to avoid prosecution have been undertaken. • School contacts the link Attendance and Inclusion Social Worker. • School informs the parent/carers that the legal prosecution process has begun 	<ul style="list-style-type: none"> • The Attendance Contract will remain in place and be monitored as outlined above. 	Senior Attendance Champion (Head) and Attendance Officer LA Attendance and Inclusion Social Worker

Appendix 5 - ATTENDANCE FLOW CHART



APPENDIX 6 - SAMPLE LETTERS



School logo

Poor Punctuality - Letter 1

Date:

Dear

I am writing to you because [name] has been late to school [n] times in [number of weeks/dates].

Persistent lateness can lead to a significant loss of learning time, and can have a serious impact on your child's education. Arriving after the start of lessons can also be embarrassing and unsettling for your child.

The school day begins promptly at [time] and registration closes at [time].

Any child who arrives in school after [time] will be marked as 'late' in the register.

Any child who arrives after [time] will be marked as 'U' ('late after close of registration') and is classed as an unauthorised absence. This will impact on your child's overall attendance data for the year.

All late arrivals are logged and recorded on our systems, and reviewed regularly.

Please ensure that your child is in school and ready to learn at the above times. If you are experiencing any difficulties in getting your child into school, please do speak to the school office who will arrange for the relevant person to contact you to see if we can offer some support.

If there is no improvement, we will arrange a meeting in school with myself and our Education Welfare Officer.

By working together, we can ensure that your child achieves to their full potential.

Yours sincerely,

Head of School



Poor Punctuality – Letter 2

Date:

Dear

I recently wrote to you about your child's punctuality, and the number of late marks on our registers. Unfortunately, there has been little improvement since we made contact.

[name] has been late to school a further [n] times since our last letter [dates/no of weeks].

We would like to remind you that the school day begins promptly at [time] and registration closes at [time]. Any child who arrives in school after [time] will be marked as 'late' in the register.

Any child who arrives after [time] will be marked as 'U' ('late after close of registration') and is classed as an unauthorised absence. This will impact on your child's overall attendance data for the year and could lead to the issue of a Fixed Penalty Notice (fine).

We are committed to working with families to make sure every child gets the support they need. We would therefore like to arrange a meeting with myself and our Trust Education Welfare Officer, to discuss how we can work together to improve [name's] punctuality.

A member of our office staff will contact you by telephone to arrange a suitable meeting time.

Yours sincerely,

Head of School



Date:

Absence From School Letter 1

Re: Attendance below 96%

Dear

I am writing to express my concern at [name's] recent high levels of absence from school.

Their current attendance has fallen to [%]. Falling below our Trust target of 96% will likely have an impact on their academic achievement. Regular attendance also provides children with the essential social and life skills that are key to their development.

We aim to work closely with all our families to ensure the best possible outcomes for every child, and want to ensure that we support [name's] education in the best way possible, including looking at ways in which we can develop their attendance at school.

Please note that, should attendance continue to fall, we may not authorise absences unless medical evidence is shown (appointment card/hospital letter etc.)

Please contact the school office as soon as you can, so that we can discuss this further.

By working together, we can ensure that your child achieves to their full potential.

Yours sincerely,

Head of School



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ACADEMIES
TRUST

School logo

Date:

Absence From School Letter 2

Re: Attendance below 96%

Dear

Following our previous letter sent on [date] we are disappointed to see that there has been no significant improvement in [name's] attendance.

Our records show that [name's] attendance has now fallen to [%] which is in danger of falling into the category of Persistent Absentee. If there are no improvements, we may decide to start the Attendance Pathway process, which could result in a fixed penalty notice being issued.

Once again, we would like to remind you of the importance of regular attendance, to ensure that your child reaches their full potential.

We have passed your information on to our Trust Education Welfare Officer, who will be contacting you by telephone to discuss your child's absence, and offer support in relation to this.

Please note that any future absences will not be authorised unless supported by medical evidence, such as an appointment card or text, or hospital letter.

Yours sincerely,

Head of School



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Date:

Absence From School Letter 3

Re: Attendance below 90%

Dear

Our records show that [name's] attendance is [%] and is now in the category of Persistent Absence.

Please see the enclosed attendance certificate.

As stated in our previous letters, [name's] attendance has not improved and we therefore may have no other option but to refer this matter to the Local Authority and start the Attendance Pathway.

All absences without medical evidence will continue to be recorded as unauthorised.

We will be contacting you to invite you to a school attendance panel meeting with myself and our Trust EWO, where we can discuss this further.

Yours sincerely,

Head of School