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Attendance Policy

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כי נר מצוה ותורה אור

A love for learning. A love for Torah. A love for Israel. A love for each other.

1. AIMS

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 \(July 2026\)](#), through 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
- Promoting a culture where attendance is everyone's responsibility and where attendance is recognised as fundamental to safeguarding, wellbeing, belonging and educational achievement.

We will also promote and support punctuality in attending lessons.

We will also support parents to perform their legal duty to ensure their children of compulsory school age attend regularly, and will promote and support punctuality in attending lessons. The school will work with families at the earliest opportunity to understand and remove barriers to attendance, using a support-first approach while recognising that formal intervention may be necessary where support has not secured improvement.

IJDS has high expectations for attendance. We expect every pupil to achieve attendance of at least 96%, recognising that the aim is for every child to attend every day unless they are too ill to do so or there are exceptional circumstances.

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 \(July 2026\)](#) and [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 School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)
- [Working Together to Improve School Attendance](#)
- [Working Together to Safeguard Children](#)
- [Children's Wellbeing and Schools Act 2026](#) (where relevant to attendance duties)

This policy should also be read alongside the school's Child Protection and Safeguarding Policy, Behaviour Policy, SEND Policy and Medical Conditions Policy, recognising that attendance is closely linked to safeguarding, wellbeing and inclusion.

3. ROLES AND RESPONSIBILITIES

3.1 The Governing Board

The Governing Board is responsible for:

- Setting high expectations of all school leaders, staff, pupils 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 pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Ensuring attendance remains a strategic priority and that governors receive regular assurance regarding the effectiveness of attendance systems, early help interventions and safeguarding responses linked to attendance
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Considering attendance information alongside safeguarding, behaviour, SEND and wellbeing data in order to identify emerging themes and vulnerable groups
- 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 pupils 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 pupils, where appropriate
 - Recognising attendance as a potential safeguarding indicator and understanding when attendance concerns require referral to the Designated Safeguarding Lead.
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy

3.2 The Headteacher

The Headteacher is responsible for:

- The implementation of this policy at the school

- Monitoring school-level absence data and providing regular attendance reports and analysis to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Ensuring attendance data is analysed regularly to identify vulnerable pupils, attendance trends and emerging safeguarding concerns
- Issuing fixed-penalty notices, where necessary, and/or authorising the office administrator to be able to do so
- 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
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels
- Ensuring attendance is embedded within the school's safeguarding culture and that attendance concerns are considered alongside wider safeguarding information, including where early help or multi-agency intervention may be appropriate

3.3 The attendance team

The attendance team: Mr Radomsky, Mrs Sinclair and Mrs Fower are responsible for:

- Leading, championing and improving attendance across the school
- Setting 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 pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Promoting a culture of partnership with families and recognising parents as key partners in improving attendance
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Ensuring support plans are regularly reviewed and adapted where barriers to attendance change or where progress is not being sustained.
- 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
- Working with education welfare officers to tackle persistent absence
- Working closely with the Designated Safeguarding Lead to ensure attendance concerns are considered alongside safeguarding information and wider family circumstances.

3.4 Class teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office via Arbor.

Class teachers should promptly share attendance concerns, patterns of absence or changes in a pupil's presentation with the Attendance Team and/or Designated Safeguarding Lead where appropriate.

3.5 School office staff

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Challenge unexplained absences promptly and escalate concerns in accordance with the school's attendance and safeguarding procedures
- Transfer calls from parents/carers to the attendance team, where appropriate, in order to provide them with more detailed support on attendance

3.6 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)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Inform the school promptly where circumstances arise that may affect their child's attendance so that appropriate support can be considered at the earliest opportunity
- Provide and maintain at least two up-to-date emergency contacts wherever possible
- Ensure that, where possible, appointments for their child are made outside of the school day
- Seek support, where necessary, for maintaining good attendance, by contacting the Headteacher

3.7 Pupils

Pupils are expected to:

- Attend school every day, on time
- Speak to a trusted adult if there are difficulties affecting their attendance or wellbeing.

4. RECORDING ATTENDANCE

4.1 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 current national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations, as amended, 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 current DfE attendance and absence codes currently applicable.

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
- Where appropriate, attendance information will be considered alongside safeguarding information, SEND needs, behaviour information and wider pastoral concerns to ensure that children receive appropriate support at the earliest opportunity

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

Attendance records form part of the school's safeguarding records and may be shared with relevant agencies where necessary to safeguard children or fulfil statutory duties.

The school day starts from 8:15am and ends at 3:30pm – 3:50pm.

Pupils must arrive in school by 8:40am on each school day.

The register for the first session will be taken at 8:45am and will be kept open until 9:00am.

The register for the second session will be taken straight after lunch break.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8:30am, or as soon as practically possible, by calling the school office, who can be contacted via 0208 203 2299 or office@ijds.co.uk. Parents should provide sufficient detail regarding the reason for absence to enable the school to determine the appropriate attendance code and identify whether any safeguarding concerns may exist.

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. The school recognises that attendance difficulties relating to mental health may require pastoral support, reasonable adjustments or referral to appropriate services, rather than solely attendance interventions.

Where the absence is longer than 5 days, or where there are concerns regarding the nature, frequency or pattern of 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.

4.3 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.

Parents will complete a Leave of Absence Request Form (available from the school office) should they require their children to be out of school. The granting of leave remains entirely at the discretion of the Headteacher and will only be authorised where exceptional circumstances apply in accordance with current statutory guidance.

However, we encourage parents 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. Where appointments occur during the school day, parents should ensure pupils attend school before and/or after the appointment wherever practicable.

Parents are encouraged to discuss potential attendance difficulties with the school before making arrangements wherever possible.

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

4.4 Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code.
 - Persistent lateness will be monitored in the same way as absence because repeated late arrival can significantly affect a child's education and may indicate wider barriers to attendance.
- After the register has closed will be marked as absent, using the appropriate code
- Attendance and punctuality data are monitored throughout the week. Emerging patterns of lateness or absence are analysed promptly and discussed with parents at the earliest opportunity so that appropriate support can be provided before concerns escalate.

4.5 Following up unexplained absence

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. Where there are safeguarding concerns and contact cannot be established, the school will consider additional actions including home visits, liaison with Children's Social Care, the Police or other relevant agencies, depending upon the level of assessed risk
- Professional curiosity will be exercised where reasons for absence are unclear, inconsistent or where attendance patterns suggest underlying unmet needs.
- 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 pupil was absent
- 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 an education welfare officer
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- 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. This may include Early Help, Children's Social Care, health services, the local authority attendance team or other relevant agencies
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate. Legal intervention will normally follow a graduated response in which support has first been offered, unless safeguarding concerns or other exceptional circumstances require more immediate action

4.6 Reporting to parents

Where relevant, attendance information will be shared regularly with parents through reports, meetings and correspondence where attendance gives cause for concern.

The school will celebrate and recognise good and improving attendance in ways that encourage positive engagement while remaining sensitive to pupils whose attendance may be affected by medical or other exceptional circumstances

Parents will receive their child's annual attendance data on the end-of-year report.

5. AUTHORISED AND UNAUTHORISED ABSENCE

5.1 Approval for term-time absence

The headteacher will allow pupils 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 pupil during term time if the request meets the specific circumstances set out in the 2026 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

In reaching a decision, the Headteacher will consider whether the absence is in the child's best interests, the impact on educational progress, safeguarding considerations, attendance history and any support that may reduce the need for future absence.

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

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, it is unlikely a leave of absence will be granted for the purposes of a family holiday. A family Simcha (celebration) may be granted leave of absence. Requests will be considered individually and, where authorised, leave will normally be limited to the period reasonably required for the celebration.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances, current attendance, punctuality, previous absence patterns

and any known safeguarding or welfare considerations, and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 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. Where requests relate to medical, safeguarding or family welfare circumstances, the school may also seek information from relevant professionals where appropriate and with due regard to confidentiality.

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). Where attendance is affected by physical or mental health needs, the school will seek to work collaboratively with families and relevant professionals to support regular attendance wherever possible
- 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. The school recognises its particular responsibilities as a Jewish faith school and will continue to work sensitively with families regarding religious observance whilst ensuring compliance with statutory attendance requirements
- 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

5.3 Attendance as Safeguarding

The school recognises that poor attendance may be an indicator of wider safeguarding concerns, including neglect, child criminal exploitation, child sexual exploitation, domestic abuse, mental health difficulties, bullying or unmet additional needs. Attendance concerns will therefore be considered alongside all other safeguarding information when determining the most appropriate response.

5.3 Sanctions

The school will always seek to understand and remove barriers to attendance before considering formal enforcement, except where safeguarding concerns or other exceptional circumstances require immediate statutory intervention.

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. The school recognises that enforcement is most effective when it forms part of a graduated response that includes support, partnership with families and regular review.

Penalty notices

The school follows the Fixed Penalty Notices Code of Practice.

This Code of Practice governs the application of penalty notices issued to parents for school attendance matters in accordance with The Education (Penalty Notices) (England) Regulations 2007 and subsequent amendments.

The headteacher (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. The school will maintain clear records of support offered, interventions implemented and outcomes achieved before considering escalation wherever practicable
- 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. The school will also consider any safeguarding concerns, SEND needs, medical conditions or other vulnerabilities before requesting enforcement action.

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.

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 per parent, per child, if paid within 21 days, or £160 within 28 days.

Second Offence: If you receive a second fine for the same child within a rolling three-year period, it is charged at a flat rate of £160 with no early payment discount.

The Two-Fine Cap: Fines are capped at two per parent, per child within three years. A third offence bypasses fines entirely and goes straight to the Magistrates' Court, which can result in prosecution and fines up to £2,500

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). 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.

In these cases, the parent must pay £80 within 21 days, or £160.

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, including any Early Help assessment, Team Around the Family meetings or other multi-agency support where applicable
- Opportunities for further support, including consideration of any reasonable adjustments required for pupils with SEND or medical conditions, 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. Progress will be reviewed collaboratively with parents throughout the improvement period wherever possible.
- The grounds on which a penalty notice may be issued before the end of the improvement period

6. STRATEGIES FOR PROMOTING ATTENDANCE

We aim to develop strong, positive relationships with parents and carers to promote regular attendance. We recognise that attendance is everyone's responsibility and that early communication, trust and partnership are essential in identifying and removing barriers to attendance before they become entrenched.

We may also work with parents to indicate a named contact in school, etc. As a school, we work closely with Barnet Early Help Services, the Education Welfare Service and, where appropriate, Child and Adolescent Mental Health Services (CAMHS) to provide additional support for children and families.

Early communication with parents will follow this order:

- Early identification of attendance concerns
- Regular attendance conversations with families
- Recognition of improved attendance as well as excellent attendance
- Identifying a named member of staff to support families
- Working with external agencies where appropriate

The school seeks to promote a culture in which attendance is celebrated, barriers are understood and families feel supported to seek help at the earliest opportunity.

7. SUPPORTING PUPILS WHO ARE ABSENT OR RETURNING TO SCHOOL

We work very closely with all parents and families to support good attendance. Where attendance difficulties arise, the school will seek to understand the underlying causes rather than focusing solely on the absence itself. Where necessary, parents will be called in to meet with the attendance team to discuss how we can support a child's attendance improving. Support plans will be reviewed regularly to ensure interventions remain appropriate and effective.

Where appropriate, the school will work with Early Help, Children's Social Care, Education Welfare, Health Services, CAMHS and other relevant agencies to ensure families receive coordinated support.

Where a pupil has an Education, Health and Care (EHC) Plan, or where the school identifies SEND-related barriers to attendance, the school will work collaboratively with parents, the local authority and relevant professionals to identify reasonable adjustments and appropriate support.

Where pupils return following a prolonged absence, the school will consider whether a reintegration plan is required to support a successful return, taking account of the pupil's educational, pastoral, medical and safeguarding needs.

8. ATTENDANCE MONITORING

8.1 Monitoring attendance

The school will monitor attendance and absence data (including punctuality) daily, weekly, half-termly, termly and annually across the school and at an individual pupil and year group.

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 and year group level against local, regional, and national levels to identify areas of focus for improvement, and share this with the Governing Board. Attendance information will also be reviewed for vulnerable groups, including pupils with SEND, disadvantaged pupils, pupils with social workers, young carers and pupils who are persistently or severely absent.

8.2 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

- Analyse attendance alongside safeguarding information, behaviour, exclusions, attainment and wellbeing indicators where appropriate.
- 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. Professional curiosity will be exercised where attendance patterns suggest potential unmet need or safeguarding concerns

8.3 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)
- Ensure attendance interventions are proportionate, evidence-informed and regularly reviewed to assess impact
- Provide regular attendance reports to facilitate discussions with pupils and families, and to the Governing Board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Attendance information will be reported in a manner that enables governors to understand trends, evaluate interventions and provide appropriate support and challenge.
- 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
- Where pupils transfer between schools, attendance information will be shared appropriately to support continuity and minimise disruption

8.4 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 (2026)
 - Attendance concerns will always be considered alongside the wider safeguarding picture, recognising that poor attendance may indicate neglect, exploitation, domestic abuse, bullying, mental health difficulties or unmet additional needs.
- 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
 - Consider the child's voice and seek to understand their experiences, wishes and feelings regarding school 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. Where appropriate, support may include Early Help, Children's Social Care, Health Services, CAMHS, SEND services or voluntary sector organisations
- 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. The school will consider reasonable adjustments, phased returns, pastoral support, mentoring or timetable adaptations where appropriate and in the child's best interests
- Implement sanctions, where necessary (see section 5.3, above)
- Parents will receive clear written communication outlining attendance concerns, support offered, agreed actions and any next steps where attendance does not improve.

8.5 Attendance and Safeguarding

The school recognises that poor attendance may be one of the earliest indicators that a child requires additional support or may be at risk of harm. Attendance information will therefore be routinely considered alongside safeguarding information, behaviour, wellbeing and pastoral information.

Attendance concerns may result in consultation with the Designated Safeguarding Lead, Early Help assessment or referral to Children's Social Care where appropriate.

Staff will remain professionally curious where attendance patterns are unusual, inconsistent or change suddenly.

9. MONITORING ARRANGEMENTS

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum, every two years by the Attendance Team. At every review, the policy will be approved by the full Governing Board.

10. LINKS WITH OTHER POLICIES

This policy should be read alongside the following school policies and procedures:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Anti-Bullying Policy
- E-Safety / Acceptable Use Policy
- PSHE Policy
- Staff Code of Conduct
- GDPR Policy
- Suspension and Exclusion Policy
- Educational Visits Policy

Together, these policies support the school's commitment to promoting excellent attendance, safeguarding children and ensuring that every pupil is able to access a full-time education in a safe, inclusive and supportive environment.

APPENDIX 1: ATTENDANCE CODES

The following attendance and absence codes are those prescribed by the Department for Education for use in maintained schools and academies. They should be applied in accordance with the current statutory attendance guidance and relevant registration regulations.

Attendance codes should always be applied using professional judgement and in accordance with the Department for Education's published guidance. Where there is uncertainty regarding the correct code, advice should be sought from the Attendance Lead before the attendance register is amended.

Code	Definition	Scenario
I	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 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 (authorised at the Headteacher's discretion in accordance with statutory guidance)

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, including physical and mental health-related absence
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. (This code should only be used temporarily while the school makes reasonable enquiries to establish the reason for absence)	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. This code should only be used once appropriate enquiries have been completed.
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

* At IJDS, authorised absence for religious observance will normally relate to days that are exclusively set apart for religious observance by the relevant religious authority and will be applied in accordance with Department for Education guidance.

Attendance codes should be entered accurately at the earliest opportunity. Where attendance information changes following further enquiries, the attendance register should be amended in accordance with statutory requirements, ensuring that the original entry, amended entry, reason for amendment, date and person making the amendment are recorded.

Safeguarding Reminder

The attendance code itself does not determine whether further action is required. Staff should always consider whether the reason for absence, frequency of absence or emerging attendance patterns indicate that a pupil may require additional support or safeguarding intervention.