



Safety ★ **Commitment** ★ **Aspirations**

Attendance Policy

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Chair of Governors

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At Mapledene, we are more than a school — we are a family. Rooted in our core values of

'Safety, Commitment, Aspirations'

We create a positive, inclusive, and ambitious learning environment where every child, staff member, and family feel safe, valued, and supported.

We believe children thrive when they feel secure, respected, and inspired. Through strong relationships and a nurturing culture, we build emotional security and mutual respect, enabling children to grow with confidence.

Our Attendance Policy reflects our commitment to safety, consistency, and high aspirations, fostering a community where every learner feels secure, engaged, and supported to achieve their very best.

Working closely with parents, carers, and external partners, we ensure every child—regardless of background or need—has the right support to flourish. We celebrate diversity and promote kindness, teaching children to embrace differences and recognise their unique strengths. Every child is encouraged to contribute, helping us build a caring, inclusive community.

Our broad, creative curriculum is designed to spark curiosity, foster independence, and prepare children for life as responsible global citizens. With personalised support, enrichment opportunities, and access to the full National Curriculum, every child is empowered to achieve their academic, social, and emotional potential.

We promote a *Growth Mindset*, celebrating effort, resilience, and achievement, while encouraging children to take ownership of their learning journey. High expectations and aspiration give children the confidence, character, and skills they need to thrive—both now and in the future.

Our ethos is reflected in our motto:
BELONG, BELIEVE, BE YOU; ACHIEVE.

1. Aims

This policy aims to show Mapledene's 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 \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all children
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every child 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 children 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 [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 \(Child Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [Mapledene Attendance \(Child Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)
- [Penalty Notices - Support First legal action - information for parents](#)

It also refers to:

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

3. Roles and responsibilities

3.1 The Governing Board

The Governing Board is responsible for:

- Setting high expectations of all school leaders, staff, children and parents/carers
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure Mapledene records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure Mapledene works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific children, where appropriate
- Recognising and promoting the importance of school attendance across Mapledene's policies and ethos
- Making sure Mapledene's attendance management processes are delivered effectively, and that consistent support is provided for children who need it most by prioritising staff and resources
- Making sure Mapledene has high aspirations for all children, but adapts processes and support to children's individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual children or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of Mapledene's processes and improvement efforts to make sure they are meeting children's needs
- Where Mapledene 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
 - Mapledene's legal requirements for keeping registers
 - Mapledene's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific children, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the Headteacher to account for the implementation of this policy
- Ensuring that the Governor responsible for monitoring attendance (Mr G Smith) is kept up-to-date with legislation about attendance and is able to hold school to account on attendance data.

3.2 The Headteacher

The Headteacher is responsible for:

- The implementation of this policy at Mapledene
- Monitoring school-level absence data and reporting it to governors

- Supporting staff with monitoring the attendance of individual children
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the Attendance Champion to be able to do so
- Working with the parents/carers of children with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for children with SEND, including where school transport is regularly being missed, and where children with SEND face in-school barriers
- Communicating with the local authority when a child with an Education, Health and Care Plan (EHCP) has falling attendance, or where there are barriers to attendance that relate to the child's needs
- Communicating Mapledene's high expectations for attendance and punctuality regularly to children and parents/carers through all available channels
- Sharing information from Mapledene register with the local authority, including:
 - Notifying the local authority when a child's name is added to or deleted from Mapledene admission register outside of standard transition times
 - Providing the local authority with the details of children who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
 - Providing the local authority with the details of children who Mapledene believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated Senior Leader responsible for attendance

The designated Senior Leader (also known as the 'Senior Attendance Champion') is responsible for:

- Leading, championing and improving attendance across Mapledene
- 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 children, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with children and their parents/carers
- Delivering targeted intervention and support to children and families

The designated Senior Leader responsible for attendance is Mr Hyde with support from Miss Faulkner and Miss Johnson (Attendance Champions), and he can be contacted via telephone on 0121 464 2881, or by email at enquiry@mapledeneschool.com or advice@mapledeneschool.com

3.4 The attendance officer

The role of attendance officer is collectively carried out by the Senior Leadership Team and is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement

- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the Headteacher when to issue fixed-penalty notices

3.5 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 Mapledene office via SIMS. Class teachers are responsible for ensuring that morning registers are taken before 9.10am each day, and that afternoon registers are taken before 1.10pm each day. Any child arriving after 9.10am when the register closes is marked as late by the class teacher (L code). A child arriving after 9.30am will be marked as having an unauthorised absence (U code).

3.6 School office staff

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it in the absence book, and on SIMS where necessary.
- Transfer calls from parents/carers to the Attendance Champion or a member of the Senior Leadership Team where appropriate, in order to provide them with more detailed support on attendance
- Liaise with the Attendance Champion and Headteacher about whether specified children are present or not, to allow leaders to act swiftly if necessary.

3.7 Parents

Where this policy refers to a parent, it refers to the adult Mapledene 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 Mapledene to report their child's absence before 9.00am on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide Mapledene with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of Mapledene day
- Seek support, where necessary, for maintaining good attendance, by contacting either Miss Faulkner (Assistant Headteacher) or Miss G Johnson (Acting Assistant Headteacher/SENDCo/Early Help lead) or Mr Hyde (Headteacher/Attendance Champion). Either member of staff can be contacted by telephone on 0121 464 2881, or by email at enquiry@mapledeneschool.com.

3.8 Children

Children are expected to:

- Attend school every day, on time

3.9 The School day

The following times apply to the Mapledene school day:

- 8:30am School gates open. Children can access our free universal Breakfast Bistro
- 9:00am Official start of the school day
- 10:00am - 10:15am Breaktime
- 12:00am - 1:00pm Lunchtime
- 3:20pm Reception school day finishes
- 3:30pm Years 1 to 6 school day finishes

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register, and place all children 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 Mapledene Attendance (Child Registration) (England) Regulations 2024, whether every child 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 for children of statutory school age.
- The nature of the activity, where a child is attending an approved educational activity
- The nature of circumstances, where a child 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.

4.2 Unplanned absence

The child's parent/carer must notify Mapledene of the reason for the absence on the first day of an unplanned absence by 9.00am or as soon as practically possible, by calling Mapledene office, who can be contacted via telephone on 0121 464 2881, or by email at enquiry@mapledeneschool.com or advice@mapledeneschool.com

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

If the child becomes persistently absent, or there are doubts about the authenticity of the illness, Mapledene 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 Mapledene 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 child's parent notifies Mapledene in advance of the appointment.

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

The child'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 5 to find out which term-time absences Mapledene can authorise.

4.4 Lateness and punctuality

A child who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code
 - A child who arrives late after the register has closed at 9:10am will be marked as late, using the L code on the register.
 - Where a child arrives after 9:30am, this session will be recorded as an unauthorised absence using the U code.
 - Where a child is identified as having a pattern of lateness the following procedures are adopted:
 - Informal contact is made with the child's parent/carer by the class teacher or Attendance Champion to share concerns and ascertain what support may be needed through Early Help.
 - Punctuality will continue to be monitored.
 - If there are further concerns about punctuality, then a formal meeting with the Attendance Champion will be arranged to identify a target and a 6-week support plan will be put in place with the family and child where appropriate. Early Help will be offered to the family.
 - If punctuality does not improve, more formalised support may be sought through application of the Local Authority's 'Formal Support for attendance' strategy.

4.5 Following up unexplained absence

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

- Call the child's parent on the morning of the first day of unexplained absence to ascertain the reason. If Mapledene cannot reach any of the child's emergency contacts, Mapledene may take further measures to ensure that the child is safe. School will conduct a 'safe and well' (visiting the home property or a property we believe the child concerned is residing at) if no contact can be made by telephone or email after 2 days.
 - However, if the child concerned is classed as vulnerable, contact will be made with the relevant external agency supporting the family. If there is no contact on the first day, a same day 'safe and well' check will be made if the external agency cannot contact the family.
 - Or, if the child concerned is classed as vulnerable but is not being supported by an external agency then school will conduct a same day 'safe and well' check.
 - If school (or the external agency attached to the family) cannot make contact following a 'safe and well' check then Mapledene may contact the Police depending on the level of concern in respect of the family concerned, in order to request a more formal 'safe and well' check.
- 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 child 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, Mapledene will consider involving an education welfare officer
- Where relevant, report the unexplained absence to the child's youth offending team officer
- Where appropriate, offer support to the child and/or their parents to improve attendance
- Identify whether the child 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 guidance of Birmingham City Council to formalise support (see Appendix 1).

4.6 Reporting to parents

Attendance is reported to parents through interim reports, which are given to parents/carers at the midway point in Mapledene year. Attendance is also reported to parents/carers through the end of year school report, which goes home in July. If parents/carers are separated, each parent/carer will receive a copy of the interim report/end of year report. The end of year report will also detail absence levels, as well as an attendance percentage.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

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

The Headteacher will only grant a leave of absence to a child 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 Headteacher's discretion, including the length of time the child is authorised to be absent for.

We define 'exceptional circumstances' as one-off, unavoidable events like the death of a close family member, significant illness or injury, or a housing crisis.

Leave of absence will not be granted for a child 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.

Mapledene considers each application for term-time absence individually, considering 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 two weeks before the absence, and in accordance with any leave of absence request form, accessible via Mapledene office. The Headteacher 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 child's parent(s) belong(s). If necessary, Mapledene 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 Mapledene, but it is not known whether the child is attending educational provision
- If the child is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons Mapledene may allow a child to be absent from Mapledene 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 Mapledene
- Attending another school at which the child is also registered (dual registration)
- Attending provision arranged by the local authority

- Attending work experience
- If there is any other unavoidable cause for the child not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because Mapledene premises are closed

5.2 Sanctions

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

Penalty notices

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 Mapledene 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, Mapledene 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 child
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that Mapledene has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the child'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 within 21 days, or £160 within 28 days.

If a second penalty notice is issued to the same parent in respect of the same child, 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.

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 Mapledene has notified the parents that the child 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 within 28 days.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, Mapledene 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 child attends school.

They will include:

- Details of the child'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

6. Strategies for promoting attendance

School promotes attendance through a range of strategies, including, but not limited to:

Corresponding about attendance with children and parents/carers:

- 'Meet and Greet' sessions for each year group will promote attendance procedures and expectations.
- A letter is sent out to all parents/carers informing them of Mapledene's expectations (and use of the Local Authority's 'Support First attendance guidance' for attendance) at the beginning of the academic year.
- Attendance is promoted during parental consultations which are held throughout the year.
- Attendance is shared with parents/carers on interim and end of year reports
- Attendance is promoted by class teachers at a class level which forms part of Mapledene's 'classroom environment' expectations.
- Attendance is promoted through the curriculum, particularly in PSHE.
- Class teachers will hold initial conversations with parents/carers where attendance is a concern.
- Attendance will be discussed in terms of days and lessons missed.

Supporting children and families:

- Class teachers will hold initial conversations with parents/carers where attendance is a concern. Early Help will be offered as appropriate.
- The Attendance Champions, Miss Faulkner and Miss Johnson, will have an open-door policy where any parents/carers can seek advice or support regarding their child's attendance.
- Early Help and support will be offered to families at every step of their attendance journey as outlined in the 'Support First' guidance produced by the Local Authority.

Ensuring attendance stays at the forefront of discussions:

- Class teachers will acknowledge improvements in children's attendance, no matter how small, directly with both children and their parents/carers.

- Attendance displays, focusing on the importance of coming to school, will be displayed and updated regularly, in each phase. These will focus on the importance of coming to school and what children can look forward to in school.
- Mapledene newsletter, website and X will regularly discuss attendance and celebrate upcoming events that children and families will want to attend.
- Parent/carer workshops will be held throughout the year so that parents/carers can work with their children and understand the importance of coming to school.
- An attendance celebration raffle will take place every week in celebration assemblies through spinning of 'The Attendance Wheel'. This attendance celebration raffle will focus on one of the below categories with a small prize (10 minutes extra play for classes and 10 minutes activity with a friend and a member of the Senior Leadership Team for individual winners):
 - Class with the highest attendance.
 - Phase with the highest attendance.
 - A child with 100% attendance for last week.

7. Supporting children who are absent or returning to school

7.1 Children absent due to complex barriers to attendance

Mapledene is committed to supporting children who have more complex barriers. Early Help will be offered in the first instance, to identify barriers for the child in coming to school. The Attendance Champions, Miss Faulkner and Miss Johnson, and Learning Mentor, Mrs Milnes, will check-in with children who are vulnerable. In more severe cases, children may be timetabled to spend time in the afternoon working pastorally with our Learning Mentor. It is of vital importance that strong relationships are formed between parents and school to support children with more complex barriers to attendance.

7.2 Children absent due to mental or physical ill health or SEND

In the case of absence due to mental health, physical health or SEND, Mapledene will make reasonable adjustments to facilitate children's attendance. As above, the support of our Early Help Lead, Attendance Champion, SENDCo and Learning Mentor will be utilised carefully to enable the child to attend school.

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

7.3 Children returning to school after a lengthy or unavoidable period of absence

After a lengthy period of absence, children will be supported to return to school by their class teacher in the first instance. The Attendance Champions, Miss Faulkner and Miss Johnson, will monitor the child on their return to school and complete check-ins to ensure a smooth transition back into class. If required, our SENDCo or Learning Mentor will be utilised when required to offer further support to children who return after a longer period of absence. The class teacher will liaise with the parents/carers of the child every day for the first week back, to facilitate the transition back into school.

8. Attendance monitoring

Attendance is a key school priority and is monitored closely at all times. Attendance is monitored through Mapledene systems of SIMS, VYED and CPOMS by the Senior Leadership Team which includes Mr Hyde, Miss Faulkner and Miss Johnson. Vulnerable children's attendance in school is recorded daily by Mapledene office, so that absences can be followed up on the day by a member of the Senior Leadership Team.

8.1 Monitoring attendance

Mapledene will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across Mapledene and at an individual child, year group and cohort level.

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

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.

Mapledene 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 Governing Board.

8.2 Analysing attendance

Mapledene will:

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

8.3 Using data to improve attendance

Mapledene will:

- Develop targeted actions to address patterns of absence (of all severities) of individual children, groups or cohorts that it has identified via data analysis
- Provide targeted support to the children 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)
- Provide regular attendance reports to class teachers to facilitate discussions with children and families, and to the Governing Board and school leaders (including the SENDCo, DSLs 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 child's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific children, where appropriate

8.4 Reducing persistent and severe absence

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

Mapledene 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 children who Mapledene (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 children. In doing so, Mapledene will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)
- Follow the Support First guidance of Birmingham City Council to address persistence absence and severe absence.

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum each academic year, by Mr Hyde (Senior Attendance Champion) and Miss Faulkner and Miss Johnson (Attendance Champions). At every review, the policy will be approved by the full Governing Board.

10. Links with other policies

This policy links to the following policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy

Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Child is present at morning registration
\	Present (pm)	Child is present at afternoon registration
L	Late arrival	Child arrives late before register has closed
Attending a place other than Mapledene		
K	Attending education provision arranged by the local authority	Child 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	Child is on an educational visit/trip organised or approved by Mapledene
P	Participating in a sporting activity	Child is participating in a supervised sporting activity approved by Mapledene
W	Attending work experience	Child is on an approved work experience placement
B	Attending any other approved educational activity	Child is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Child 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	Child is undertaking employment (paid or unpaid) during school hours, approved by Mapledene
M	Medical/dental appointment	Child is at a medical or dental appointment
J1	Interview	Child has an interview with a prospective employer/educational establishment

S	Study leave	Child has been granted leave of absence to study for a public examination
X	Not required to be in school	Child of non-compulsory school age is not required to attend
C2	Part-time timetable	Child is not in school due to having a part-time timetable
C	Exceptional circumstances	Child has been granted a leave of absence due to exceptional circumstances
Absent - other authorised reasons		
T	Parent travelling for occupational purposes	Child is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Child is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Child is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Child 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	Child is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Child 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	Child is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Child 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 child absent as Mapledene is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Child 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	Child's travel to or attendance at Mapledene 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 Mapledene	Child is absent for the purpose of a holiday, not approved by Mapledene
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or Mapledene isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Child has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective child not on admission register	Child 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