

Behaviour & Attitudes

Attendance Policy – September 2025

Contents	
1.0	Statement of Intent
1.1	Legal Framework
1.2	Roles & Responsibilities
2.0	Definitions
3.0	Attendance Expectations
4.0	Absence Procedures
4.1	Attendance Register
5.0	Pupil Not Attending Regularly (PNAR)
6.0	Authorising Parental Absence Request
7.0	SEND and Health Related Absence
8.0	'Missing' Pupils
9.0	Attendance Intervention
10.0	Working with Parent to Improve Attendance
11.0	Emotional Based School Avoidance (EBSA)
12.0	Medical Support Panels
13.0	Reduced Timetables
14.0	Alternative Provision
15.0	Persistent Absence (PA)
16.0	Children Missing in Education (CME)
17.0	Elective Home Education (EHE)
18.0	Taking a Pupil Off Roll
19.0	Legal Intervention
20.0	Monitoring & Analysing Absence
21.0	Training of Staff
22.0	Attendance Monitoring Procedures
23.0	Review
Appendices	
1	Attendance Flow Diagram

1.0 Intent

At Greenfields Academy, we recognise that regular attendance is not only a legal requirement but also a fundamental contributor to pupils' academic achievement, personal development, and future success. Pupils who are frequently absent risk falling behind socially, emotionally, and educationally. To enable effective teaching and learning, we prioritise the promotion and support of high attendance across the whole school community.

We understand that barriers to attendance can be complex and multifaceted. Many of our pupils face significant challenges, including SEND, SEMH needs, family adversity, and previous school-based trauma. As such, we are committed to fostering a safe, inclusive, and nurturing environment where all pupils feel a sense of belonging and are supported to attend and engage positively.

Our approach to attendance is proactive and compassionate, rooted in early intervention, collaboration, and trust. We work closely with pupils, families, and external partners to identify and address emerging patterns of concern and to reduce persistent absence. We strive to develop strong and supportive relationships with families, recognising them as key partners in improving pupil attendance.

We take a whole-school approach, embedding attendance into every aspect of school life. We understand that improving attendance cannot be addressed in isolation, and our work around curriculum design, behaviour, mental health and wellbeing, anti-bullying, SEND, and pastoral support all play a role in strengthening pupils' motivation and ability to attend regularly.

We are committed to the following principles:

- Promoting, modelling and celebrating excellent attendance across the school.
- Developing strong, trusting relationships with families to overcome barriers.
- Ensuring clarity, consistency, and transparency in attendance procedures.
- Ensuring equality, fairness and a trauma-informed approach to support.
- Acting early when patterns of concern arise and involving the right support.
- Working collaboratively with parents, local schools, and external agencies.
- Upholding our statutory duties, including Section 7 of the Education Act 1996.
- Using attendance data effectively to inform targeted intervention.

The school's Attendance Champion is **Beth Archer**, who can be contacted at: beth.archer@greenfields-cit.co.uk

For attendance queries or concerns, staff, parents and pupils may also contact our attendance officers:

- *Evie Ragsdale-Lowe*: evie.ragsdale-lowe@greenfields-cit.co.uk
- *Claire Brock*: claire.brock@greenfields-cit.co.uk
- *Emma Coates*: emma.coates@greenfields-cit.co.uk
- *Marie Clarke*: marie.clarke@greenfields-cit.co.uk

1.1 Legal Framework

This policy is underpinned by a robust legal framework and reflects current statutory guidance. It ensures compliance with all relevant legislation relating to school attendance, safeguarding, equality, and education entitlement.

Greenfields Academy has due regard to the following legislation and statutory guidance:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)
- Children and Young Persons Act 1963
- The Children (Performances and Activities) (England) Regulations 2014
- DfE (2024) – *Working Together to Improve School Attendance*
- DfE (2023) – *Keeping Children Safe in Education (KCSIE)*

- DfE (2016) – *Children Missing Education*
- DfE (2023) – *Providing Remote Education*
- DfE (2024) – *Summary Table of Responsibilities for School Attendance*

This policy should also be read in conjunction with the following school policies and procedures, which together form a coherent approach to safeguarding, wellbeing, and inclusive practice:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Behaviour Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Home Visit Policy
- Pupils with Additional Health Needs Attendance Policy

1.2 Roles & Responsibilities

Promoting and sustaining good attendance at Greenfields Academy is a shared responsibility involving leadership, staff, parents, and pupils. Clear roles and accountability ensure that attendance is approached consistently, compassionately, and in line with statutory duties.

The Trust Board and Local School Board

The Trust Board, supported by the Local School Board, holds overarching responsibility for strategic oversight and governance of attendance. Their responsibilities include:

- Monitoring the implementation and effectiveness of this policy and its related procedures across the school.
- Promoting the value and importance of high attendance within the school's ethos, values, and improvement priorities.
- Ensuring that appropriate attendance training is provided for staff, tailored to their roles and responsibilities.
- Collaborating with the Executive Leadership Team (ELT) and Senior Leadership Team (SLT) to set ambitious yet achievable attendance targets and holding school leaders accountable for progress.
- Regularly reviewing attendance data and scrutinising trends to inform strategic planning.
- Sharing good practice on attendance across the trust to drive improvement.
- Ensuring the policy is compliant with equality legislation and does not discriminate on any grounds, including race, ethnicity, culture, religion, gender, disability, or sexual orientation.
- Responding to complaints in relation to this policy in line with the school's Complaints Procedures Policy.
- Ensuring alignment with statutory safeguarding duties, including those set out in *Keeping Children Safe in Education (KCSIE)*.

The Headteacher

The Headteacher is responsible for the operational delivery of this policy across the school. Key duties include:

- Leading the day-to-day implementation of this policy and all associated attendance procedures.
- Appointing a designated senior leader to serve as the school's Attendance Champion.
- Ensuring all parents are aware of attendance expectations and the processes for reporting absence.
- Ensuring all pupils have access to full-time education and responding promptly to emerging patterns of absence.

All School Staff

All staff are expected to actively promote good attendance and fulfil their role in maintaining accurate and consistent procedures. This includes:

- Adhering to the Attendance Policy and supporting pupils to do the same.
- Applying the policy fairly and consistently across all pupil groups.

- Modelling punctuality and good attendance in their professional conduct.
- Using professional judgement and knowledge of individual pupils to identify concerns or potential safeguarding issues related to attendance.
- Taking accurate attendance registers at designated times (where this is part of their role).

The Attendance Champion

The Attendance Champion leads on the strategic and operational management of attendance and acts as the key contact for all attendance-related matters. Responsibilities include:

- Developing and leading the school's strategic approach to improving attendance.
- Setting and communicating a clear, compassionate vision for promoting high attendance.
- Monitoring attendance data regularly and evaluating the effectiveness of interventions.
- Identifying patterns of concern and coordinating appropriate support or action.
- Communicating effectively with pupils and families to understand and reduce barriers to attendance.
- Leading compassionate and solution-focused conversations with families.
- Taking follow-up action in cases of persistent poor attendance, including escalation to formal intervention when support strategies have been exhausted.
- Informing the Local Authority of any pupil removed from the admission or attendance registers, in line with statutory requirements.

Parents and Carers

Parents and carers play a vital role in supporting their child's attendance. They are expected to:

- Provide accurate and up-to-date contact information, including at least two emergency contact numbers.
- Notify the school as soon as possible if their child is absent and provide a reason.
- Inform the school of any changes to contact details or personal circumstances.
- Promote the importance of good attendance and punctuality at home.
- Engage with the school's attendance support processes and work collaboratively to remove any barriers.
- Request leave of absence only in exceptional circumstances and in advance.
- Book medical and other appointments outside school hours where possible.
- Support any family-based intervention plans put in place to improve attendance.

2.0 Definitions

The following definitions apply for the purposes of this policy:

Absence:

- Arrival at school after the register has closed
- Not attending the registered school for any reason

Authorised absence:

- An absence for sickness for which the school has granted leave
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

Unauthorised absence:

- Parents keeping children off school unnecessarily or without reason
- Truancy before or during the school day
- Absences which have never been properly explained
- Arrival at school after the register has closed
- Absence due to shopping, looking after other children or birthdays
- Absence due to day trips and holidays in term-time which have not been agreed
- Leaving school for no reason during the day

Persistent absence (PA):

- Missing 10 percent or more of schooling across the year for **any reason**

Missing education

- Not registered at a school and not receiving suitable education in a setting other than a school

3.0 Attendance Expectations

Greenfields Academy has high expectations for all pupils in relation to attendance and punctuality. These expectations are consistently communicated to parents, carers, and pupils, and are embedded within our broader school culture and routines.

- Pupils are expected to attend school every day they are required to, and for the full duration of the school day.
- Pupils transported by taxi or other school-arranged transport must be ready ahead of their agreed collection time to ensure prompt arrival.
- The school day begins at 8:50am, and pupils are expected to be in their classroom, prepared to begin learning, by this time.
- All pupils should be on site by 8:55am at the latest to avoid disruption to learning.

Registration Procedures

Attendance registers are taken twice daily:

Morning Register: Taken by 9:20am.

- Pupils arriving after 8:50am but before 9:20am will be marked late.
- Pupils arriving after 9:20am will be marked with a 'U' code, indicating they were present but arrived after the register closed. This is recorded as an unauthorised absence unless a valid reason is provided.

Pupils are encouraged to speak with a trusted member of staff as soon as possible if they are experiencing difficulties that may impact their attendance or punctuality.

4.0 Attendance Procedures

To safeguard pupils and promote transparency, Greenfields Academy follows clear procedures for recording, reporting, and following up on pupil absence.

Parents and carers are expected to contact the school office by 9:00am on the first day of a child's absence, providing:

- The reason for the absence
- The expected duration (e.g. one day)

If no contact is made by the close of morning registration, the school will attempt to make contact with the parent via a telephone call. This ensures we can fulfil our safeguarding duties and confirm the pupil's safety and whereabouts.

Absence Follow-Up

The school will follow up on any unexplained absences to:

- Establish the reason for the absence
- Ensure the appropriate safeguarding actions are being taken
- Determine whether the absence should be authorised or unauthorised
- Accurately record the absence in line with DfE coding requirements

Parents will be asked to provide a written explanation (e.g. signed letter or email) for any absence lasting more than three consecutive school days or more than ten days in a term.

Medical Evidence

The school does not routinely request medical evidence for short-term illness. However, where there is reasonable doubt about the authenticity of the absence or where persistent absence is a concern, the school may request appropriate supporting documentation.

Persistent Absence and Intervention

- When a pupil's attendance falls below 95%, the school will implement supportive intervention and increase communication with home.
- When attendance drops below 90%, the pupil is classified as a Persistent Absentee (PA). The Attendance Officers will be notified, and a formal meeting will be arranged with the parent/carers to discuss concerns and agree a plan of action.
- The school will report details of pupils who fail to attend regularly to the Local Authority (LA) on a termly basis, or sooner if required.

4.1 Attendance Register

Greenfields Academy uses Bromcom to maintain accurate, secure, and up-to-date attendance records. Registers are completed by designated staff twice daily: at the beginning of the morning and afternoon sessions.

Each register records whether a pupil is:

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

Attendance Codes

The school uses the national set of DfE-approved codes to ensure consistency and compliance with statutory requirements. The following codes are used:

- # = planned whole or partial school closure
- / = Present in the morning
- \ = Present in the afternoon
- L = Late arrival before the register has closed
- C = Leave of absence granted by the school for exceptional circumstances
- S = Study leave
- C1 = Leave of absence for participating in a regulated performance or employment abroad
- C2 = Leave of absence for part-time pupils
- E = Suspended or permanently excluded but no alternative provision made
- J1 = Leave of absence for job or education interviews
- H = Authorised holiday
- I = Illness
- M = Medical or dental appointments
- K = Attending provision arranged by the LA
- R = Religious observance
- B = Off-site education activity
- G = Unauthorised holiday
- = Unauthorised absence
- U = Arrived after registration closed
- N = Reason not yet provided
- X = Not required to be in school
- T = Traveller absence
- Q = Absent due to a lack of access arrangements
- V = Educational visit or trip
- P = Participating in a supervised sporting activity
- D = Dual registered – at another educational establishment
- W = Attending work experience
- Y1 = Absent due to their regular transport not being available
- Y2 = Absent due to travel disruption
- Y3 = Absent due to part of the school premises being closed
- Y4 = Absent due to the school site being closed
- Y5 = Absent due to being in criminal justice detention
- Y6 = Absent due to public health guidance or law
- Y7 = Absent due to any other unavoidable cause
- Z = Pupil not on admission register

For planned school closures, the code ‘#’ will be used. This includes year groups not scheduled to attend due to staggered term dates (e.g. induction days).

All amendments to the register will include:

- The original and amended entry
- The reason for the amendment

- The date of amendment
- The name and role of the person making the amendment

Attendance registers will be preserved for a minimum of three years, in accordance with legal requirements.

5.0 Pupil Not Attending Regularly (PNAR)

Statutory Reporting Requirements:

Under Section 12 of The Education (Pupil Registration) (England) Regulations 2006, schools are legally required to inform the Local Authority (LA) of any pupil who has been absent from school for 10 or more consecutive school days without the school's permission.

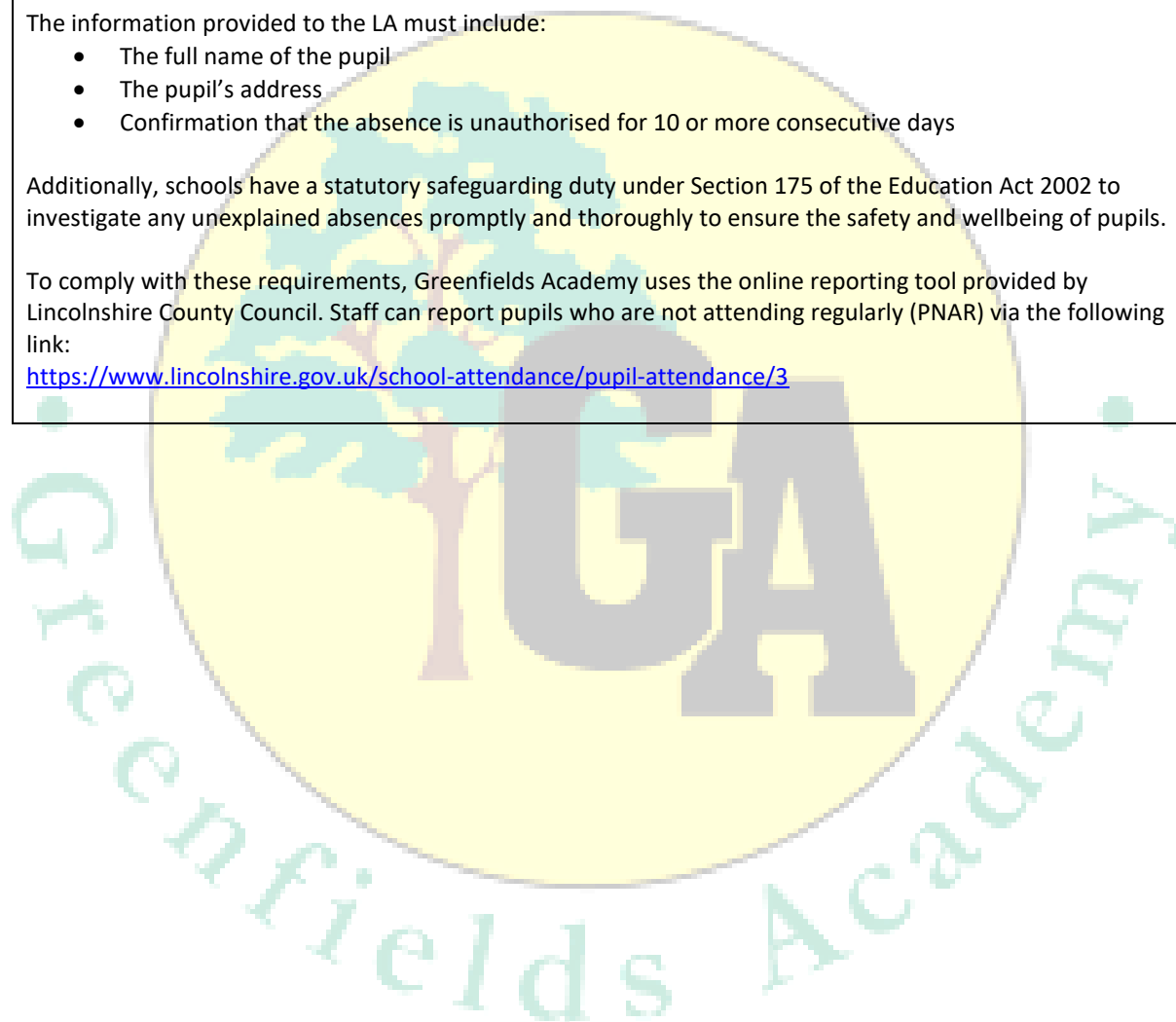
The information provided to the LA must include:

- The full name of the pupil
- The pupil's address
- Confirmation that the absence is unauthorised for 10 or more consecutive days

Additionally, schools have a statutory safeguarding duty under Section 175 of the Education Act 2002 to investigate any unexplained absences promptly and thoroughly to ensure the safety and wellbeing of pupils.

To comply with these requirements, Greenfields Academy uses the online reporting tool provided by Lincolnshire County Council. Staff can report pupils who are not attending regularly (PNAR) via the following link:

<https://www.lincolnshire.gov.uk/school-attendance/pupil-attendance/3>



6.0 Authorising Parental Absence Requests

Parents must request certain types of absence in advance. All absence requests will be considered and authorised at the sole discretion of the Headteacher, who will prioritise the best interests of the pupil and the potential impact on their education.

Decisions made by the Headteacher are final and not subject to appeal. However, the school approaches requests sympathetically and will not refuse absence without good reason.

Leave of Absence

Leave of absence will only be granted in exceptional circumstances. Parents must submit a written request to the Headteacher at least two weeks before the proposed absence, stating the reason and dates of the requested leave.

Requests for leave during term time will be assessed individually, taking into account the pupil's attendance history. Where authorised, the Headteacher will determine the allowable duration of absence. Generally, leave for family holidays will not be authorised.

Leave requests will not be authorised in the following situations:

- Immediately before or during statutory assessment periods
- Where there is a record of unauthorised absence on the pupil's file
- When authorised absences already exceed 10% of attendance for any reason

Absences taken without prior authorisation will be recorded as unauthorised, which may result in sanctions such as penalty notices. Leave of absence cannot be authorised retrospectively.

Illness and Healthcare Appointments

Parents should schedule medical or dental appointments outside school hours where possible. When this is not feasible, advance approval should be sought from the school. Parents must ensure their child only misses the minimum time necessary to attend appointments.

Religious Observance

Parents must request absence for religious observance at least two weeks in advance. Absence will only be authorised for days exclusively designated for religious observance by the relevant religious body—typically days when parents would be expected to refrain from work to mark the occasion. Where there is uncertainty, the school may consult the religious organisation concerned.

Gypsy, Roma, and Traveller Absence

Parents from Gypsy, Roma, or Traveller communities must request leave at least two weeks in advance when travelling for occupational purposes. Leave will only be authorised for this reason and not for other absences.

7.0 Attendance Register

The school recognises that pupils with SEND and/or health conditions—including mental health challenges—may experience additional barriers to regular attendance. To address this, we have established robust procedures to support pupils who find attending school difficult.

In accordance with the SEND Policy and the Supporting Pupils with Medical Conditions Policy, reasonable adjustments will be made to reduce attendance barriers for disabled pupils, guided by their EHC plans. Where appropriate, the school will also collaborate with external specialists and agencies to provide targeted support that promotes improved attendance.

8.0 'Missing' Pupils

Pupils are not permitted to leave the school premises during the school day without explicit permission from the school. In the event that a pupil is found to be missing while on school grounds, the following procedures will be followed promptly:

1. The staff member who first notices the pupil is absent will immediately inform the Headteacher.
2. Office staff will be notified to act as a communication hub, coordinating information and updates regarding the search.
3. At least one member of staff will remain with the rest of the class, while all available staff will conduct a thorough and systematic search of the premises under the Headteacher's direction.
4. Areas to be searched include:
 - All classrooms
 - Toilets
 - Changing rooms
 - Library
 - Outbuildings
 - School grounds
5. Staff will also begin searching the immediate area outside the school premises, taking a mobile phone for ongoing communication.
6. If the pupil remains unfound after 10 minutes, the pupil's parents or carers will be contacted using the emergency contact information provided.
7. If parents or carers cannot confirm contact with the pupil and all emergency contacts have been exhausted, the police will be notified without delay.
8. The pupil's teacher will complete an incident report on BehaviourSmart, documenting all relevant details leading up to and during the incident.
9. If the pupil has an allocated social worker, is looked-after, or has SEND, the appropriate professionals and agencies will be informed immediately.
10. Once located, staff will ensure the pupil's wellbeing by providing care and reassurance.
11. Parents and any involved external agencies will be notified promptly upon the pupil's safe return.
12. The Headteacher will determine and implement appropriate disciplinary actions if necessary, following the school's Behaviour Policy, to reinforce the importance of remaining on school premises.
13. A full investigation will be conducted by the Headteacher to establish how the incident occurred. A written report will be produced, and school policies and procedures will be reviewed and updated as necessary to prevent recurrence.

9.0 Attendance Intervention

To effectively manage and reduce pupil absence, the Attendance Team will:

- Develop and implement a range of evidence-based interventions tailored to address specific barriers to attendance.
- Monitor the quality and effectiveness of escalation procedures, gathering robust evidence to identify which approaches yield positive results.
- Lead or participate in School Attendance Panels (SAPs) as part of the escalation process.
- Maintain clear, structured escalation procedures, activated proactively before absence becomes problematic. These may include:
 - Issuing formal letters to parents and carers
 - Collaborating closely with Local Authority attendance teams
 - Implementing fixed penalty notices where appropriate

The school will utilise attendance data—referencing the 'Monitoring and Analysing Absence' section—to identify emerging patterns of absence. Intervention strategies will be developed on a **case-by-case basis**, carefully considering the individual needs of the pupils targeted, ensuring support is personalised and effective.

10.0 Working with Parents to Improve Attendance

Greenfields Academy is committed to creating strong, respectful relationships with parents and families, building trust and encouraging active engagement in their child's education. We prioritise open, honest communication with pupils and their families regarding school expectations, attendance, and academic performance, ensuring everyone understands both what is expected of them and what they can expect from the school.

To support effective communication, the school will maintain at least two sets of emergency contact details for each pupil whenever possible, providing multiple ways to reach responsible adults if a pupil is absent without notification or authorisation.

The school will clearly inform parents of their legal responsibility to ensure their child attends school regularly, upholding the child's right to a full-time education. This means attendance is expected every day the school is open, except for legitimate reasons such as illness or authorised absences approved in advance by the headteacher. Regular updates will be provided to parents about their child's attendance, punctuality, and any concerns, alongside information highlighting the educational, social, and developmental benefits of consistent attendance.

We will also keep parents informed about absence expectations related to illnesses, following current NHS guidance, such as the resource [Is my child too ill for school? - NHS \(www.nhs.uk\)](https://www.nhs.uk/conditions/when-to-call-the-doctor/).

Where attendance patterns become concerning, the attendance team will work collaboratively with pupils and their families to identify and address the specific barriers preventing regular attendance. The school acknowledges the sensitivity surrounding some reasons for absence and will always seek to offer support and understanding rather than immediately resorting to punitive measures.

If attendance barriers are linked to the pupil's experience within school—for example, issues related to bullying—the attendance team will coordinate with the headteacher, Designated Safeguarding Lead (DSL), SENCO, and other relevant staff to resolve these concerns. For barriers stemming from external factors, such as family difficulties, the attendance team will liaise with appropriate external agencies (e.g., children's social care, Local Authority) and encourage families to access necessary support services.

11.0 Emotional Based School Avoidance (EBSA)

The EBSA Ladder is designed to create a meaningful shift in how we support children and young people (CYP) experiencing mental health and wellbeing challenges that lead to school avoidance. It recognises that those who interact with CYP daily—families, schools, and communities—play the most crucial role in providing support and aims to empower them with confidence and practical tools.

This approach broadens the conversation beyond specialist services alone. While specialist support remains vital, the Ladder emphasises that much can be done within everyday environments to help CYP. When more intensive support is necessary (Step Four), the Ladder adopts a ‘no wrong door’ principle to ensure that CYP receive timely, appropriate help tailored to their individual needs.

Families, schools, and communities are key not only in preventing mental health difficulties but also in intervening effectively when CYP are struggling, including those facing the most significant challenges.

Step Four’s medical needs consultation brings together all relevant agencies and services to align efforts and focus on supporting CYP’s mental health and wellbeing, enabling them to thrive in school.

Emotional Based School Avoidance (EBSA) describes when a child or young person experiences significant emotional difficulties that severely impact their ability to attend school, often resulting in prolonged absences.

EBSA can manifest differently in each individual but commonly presents as:

- Low or irregular attendance
- Heightened sensitivity or emotional reactivity
- Low mood and anxiety, including fears related to teachers or academic performance
- Social isolation
- Emotional distress that impairs functioning at school, such as difficulties forming or maintaining relationships with teachers and peers
- Developmental differences influencing emotional regulation and social interactions, such as those seen in autism spectrum disorder (ASD) or ADHD

12.0 Medical Support Panels

Lincolnshire’s medical support panel (MSP) is a multi-agency panel that considers the needs of pupils to arrive at a decision about how suitable education might be provided. This is in line with the following policy. [Arranging education for children who cannot attend school because of health needs \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/policies/arranging-education-for-children-who-cannot-attend-school-because-of-health-needs)

Referrals to medical support panel are submitted by a pupil’s school or if a pupil is not on the role of a school, via an authorised officer within the local authority (pupil reintegration team or the inclusion and attendance team). The medical support panel is evidence based and will consider pupil’s needs holistically. Medical support panel takes place fortnightly during term time and considers the referral paperwork and supporting evidence that has been submitted. The panel consists of representation across attendance, inclusion, mental health, early help and Pilgrim Hospital School.

Pupils who are on Palliative care packages should be supported on a case-by-case basis and the local authority should be involved in discussing with parents the most appropriate provision for the pupil.

13.0 Reduced Timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary reduced timetable to meet their individual needs.

A reduced timetable:

- must only be in place for the shortest time necessary and not be treated as a long-term solution.
- should have a time limit by which point the pupil is expected to attend full-time.
- should be regularly reviewed with the pupil and their parents.
- In agreeing to a RTT, a school has agreed to a pupil being absent from school and therefore must treat the absence as authorised.

14.0 Alternative Provision (AP)

If it is deemed appropriate for a pupil to access Alternative Provision (AP), it is essential that school liaise with the AP and agree a communication system for checking that a pupil is in attendance for the days that they should be at the AP and ensure processes are in place if the pupil doesn't attend the AP.

15.0 Persistent Absence (PA)

Certain groups of pupils may be particularly vulnerable to high rates of absence and persistent absence (PA), including:

- Children in need
- Children in care (CiC)
- Young carers
- Pupils eligible for free school meals (FSM)
- Pupils with English as an additional language (EAL)
- Pupils with special educational needs and disabilities (SEND)
- Pupils who have experienced bullying or discrimination

To support pupils at risk of PA, the school employs a range of proactive strategies, including:

- Providing catch-up support to help pupils build confidence and close learning gaps
- Meeting individually with pupils to discuss attendance patterns, identify barriers, and address any challenges they face
- Developing tailored plans to remove barriers and provide targeted additional support
- Conducting weekly check-ins to monitor progress and evaluate the effectiveness of interventions
- Maintaining regular communication with families to share updates and collaborate on solutions
- Considering bespoke re-engagement support, with particular attention to the needs of vulnerable groups

The school prioritises pupils with attendance rates below 50 percent, collaborating closely with the local authority and other partners to coordinate services that address the wider social, emotional, or practical barriers impacting attendance.

For pupils at risk of PA who are also vulnerable to harm, the school will work closely with relevant agencies—such as social services—to ensure comprehensive safeguarding and support, in line with the school's duty of care. The school recognises that persistent severe absence despite intervention may indicate neglect and will escalate any safeguarding concerns following the procedures outlined in the Child Protection and Safeguarding Policy.

16.0 Children Missing in Education

Under section 436A of the Education Act 1996, County Councils have a statutory duty to identify children who are missing from education. The Department for Education (DfE) publishes statutory guidance that local authorities must follow to fulfil this responsibility.

Children may be considered missing from education if they are:

- Not registered at a school
- Their family's whereabouts are unknown
- Not attending or receiving suitable alternative education provision
- No longer habitually and ordinarily residing at their last known registered address

A child is not classified as missing from education if they are:

- Registered as Elective Home Educated (EHE)
- On the roll of a school or alternative provision, whereabouts known but not currently attending
- On a planned holiday
- Temporarily ill
- Absent for a long period but still residing at their registered address
- Temporarily away from home with an indication they will return

When a pupil is believed to have left the area and their whereabouts cannot be established despite enquiries, the Common Transfer File (CTF) should be completed and uploaded to the DfE's National Missing Pupils Database. Schools have a statutory duty to notify the Local Authority within prescribed timeframes of pupils joining or leaving their school, as well as of children missing education.

If a pupil returns after a period of absence, a return interview form should be completed and sent to the Local Authority.

Secure processes compliant with the General Data Protection Regulation (GDPR) have been established to enable schools to share this information safely. Schools also receive School Notification Reports, which provide an up-to-date list of on-roll pupils to assist compliance with CME duties.

The issue of children missing education is concerning not only because of its impact on an individual's potential attainment but also due to the associated risks to their safety and welfare. While a child not found through CME investigations is not automatically at risk, it is essential to escalate concerns to assess potential risks.

Children missing education are defined as those of compulsory school age who are not registered at a school and are not receiving suitable education otherwise. These children face significant risks, including:

- Underachievement
- Vulnerability to harm, exploitation, or radicalisation
- Increased likelihood of becoming NEET (not in education, employment, or training) later in life

Effective information sharing between parents, schools, and local authorities is critical to ensuring all children receive appropriate education and remain safe. Early intervention by local authorities targeting vulnerable children can prevent poor outcomes.

Some children missing education can be quickly identified and supported back into education, while others with more complex challenges may face significant obstacles. Local authorities should develop policies and procedures that consider the diverse reasons children go missing from education and the circumstances leading to it.

Safeguarding children's welfare is paramount. Where concerns arise about a child's welfare, referrals should be made to children's social care. If a crime is suspected, the police must also be involved. Immediate action is essential whenever a child's safety or well-being is at risk.

Anyone can make a referral for a child missing education.

- For non-Lincolnshire schools or individuals, contact the CME Team by emailing **CME@lincolnshire.gov.uk**.
- For Lincolnshire schools, CME can be reported securely via the online form: <https://www.lincolnshire.gov.uk/xfp/form/884>.

17.0 Elective Home Education

All schools are required to notify their Local Authority when a parent wishes to remove a child from their register, to elect to Home Educate.

We will request a meeting with parents to fully discuss their decision to withdraw, and on contacting our department a member of our team may attend the meeting, if appropriate. The aim of this meeting is for parents to share any concerns they may have but also an opportunity for school to share all relevant information about EHE, including duties and responsibilities of the parent, to support parents in making a fully informed decision.

18.0 Taking a Pupil Off Roll

There are strict guidelines on the circumstances under which a pupil may be removed from the school roll. These are detailed in Circulars 1099 and 111/99 and the Schools Administration Handbook.

All schools (including academies and independent schools) must notify their local authority when they are about to remove a pupil's name from the school admission register, this duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.

When removing a pupil's name, the notification to the local authority must include:

- (a) the full name of the pupil
- (b) the full name and address of any parent with whom the pupil normally resides,
- (c) at least one telephone number of the parent,
- (d) the pupil's future address and destination school, if applicable, and
- (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register

Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register.

19.0 Legal Intervention

The school recognises the importance of allowing sufficient time for attendance interventions and engagement strategies to support improved pupil attendance. However, where these strategies have not achieved the desired results after 2 to 3 weeks, the attendance team will consider the following steps:

- Convening a formal meeting, known as a School Attendance Panel (SAP), involving parents and the school's designated contact from the School Attendance Support Team.
- Collaborating with the Local Authority (LA) to establish a parenting contract or pursue an education supervision order (ESO).
- Referring cases to children's social care if there are safeguarding concerns.
- If previous measures prove ineffective, the headteacher may issue a fixed penalty notice in accordance with the LA's code of conduct.
- Should attendance fail to improve following the fixed penalty notice, the school will work with the LA to initiate attendance prosecution as a last resort.

Education Supervision Orders (ESOs)

When other interventions have not succeeded, an **Education Supervision Order may be considered as a formal legal measure that avoids criminal prosecution. ESOs are issued through** the Family or High Court and formally involve the LA in supporting the pupil and their parents to improve attendance.

The process includes:

- The LA issuing a notice of intention to consider an ESO.
- Arranging a meeting with the parents and pupil to discuss the order.
- Deciding whether to proceed with the ESO application.

Once an ESO is granted, a supervisor appointed by the LA will determine necessary actions and requirements, which may include:

- Requiring parents to attend regular support meetings.
- Mandating participation in a parenting programme.
- Requiring access to relevant support services.
- Commissioning an assessment by an educational psychologist.
- Holding review meetings every three months involving all relevant parties.

Failure to comply with an ESO may result in fines and can lead to further legal action if necessary.

20.0 Monitoring & Analysing Absence

The attendance champion will regularly monitor and analyse attendance data to ensure timely interventions at the earliest signs of habitual absence.

The school collects data on punctuality, truancy, authorised and unauthorised absences for the following groups:

- The entire school cohort
- Individual year groups
- Individual pupils
- Demographic groups, such as pupils from different ethnic backgrounds or socioeconomic statuses
- Specific groups, including Looked After Children (LAC) and pupils eligible for Free School Meals (FSM)
- Pupils identified as at risk of Persistent Absence (PA)

The attendance team will perform detailed analyses of this data on a half-termly, termly, and annual basis to identify patterns and trends. This analysis will focus on:

- Frequent use of specific attendance codes
- Particular days with high rates of absence
- Historical attendance and absence trends
- Identified barriers to attendance

Regular reports will be provided by the attendance team to relevant staff across the school to facilitate ongoing tracking of pupil attendance and support the implementation of attendance procedures. The team will also monitor changes in attendance data in response to interventions aimed at improving attendance. The governing board will conduct regular reviews of attendance data, examining both recent and historical trends. They will support the Senior Leadership Team (SLT) in setting targets and prioritising areas for attendance improvement based on this data.

Additionally, the school will benchmark its attendance performance against local, regional, and national data to recognise areas of success and identify opportunities for development. Effective practices demonstrated through this analysis will be shared with other schools to promote wider improvement.

21.0 Training of Staff

The school will recognise that early intervention can prevent poor attendance. As such, staff will receive training in identifying potentially at-risk pupils as part of their induction and refresher training.

Following this initial training, staff will receive regular and ongoing training as part of their development. Training will cover at least the following:

- The importance of good attendance
- That absence is almost invariably a result of wider circumstances
- The legal requirements on schools, e.g. the keeping of registers
- The school's strategies and procedures for monitoring and improving attendance
- The school's procedures for multi-agency working to provide intensive support for pupils who need it

The local school board will provide dedicated and enhanced attendance training to the attendance team—this will include training regarding interpreting and analysing attendance data and supporting pupils to overcome barriers to attendance.

Staff will receive training to ensure they understand that increased absence from school could indicate a safeguarding concern and know how such concerns should be managed.

22.0 Attendance Monitoring Procedures

Greenfields Academy has adopted the following attendance monitoring procedures, to ensure that pupils' attendance meets the expected standard, and effective intervention is provided where pupils' attendance falls below the standard:

- A spreadsheet is sent to the SLT daily, detailing daily attendance
- Contact is made with parents on the first day of absence for any pupil absence not reported. 'N' codes are used to indicate that the pupil is absent for a reason not yet provided; these N codes are reported to the SLT and attendance officers daily
- If there is no contact with parents/carers a dynamic risk assessment will be put in place to determine if a home visit is necessary or if other professionals such as social workers or early help workers need to be informed. This will be recorded on CPOM's with any follow up actions. Home visits and community welfare checks can be challenging due the 50 mile radius catchment area of our pupils, therefore Greenfields have a designated member of intervention staff to support this.
- Contact is made to the parents of any pupils marked using the N code. Any N codes not established after a week are recorded as an unauthorised absence.

See Appendix 1 below which shows the procedure for pupil absence. (At any point within the process, if there is a concern that a child may be at risk of harm then the safeguarding team must be informed to follow up on any necessary next steps).

23.0 Review

Written: September 2024

Last Reviewed: September 2025

Next Review: September 2026

APPENDIX 1: ATTENDANCE FLOW DIAGRAM

