



Campion School

Attendance Policy

Dated: September 2025

Review: September 2026



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Attendance Policy

Date of policy: September 2025

Date of next review: September 2026

Members of staff responsible for overseeing that this policy is implemented and regularly reviewed:

Jassa Panesar (Headteacher),

Nick Hawkins (Assistant Headteacher)

Signature (Chair of governors):

Date: September 2025

Signature (Headteacher):

Date: September 2025

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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 \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

Research highlights the importance of attending school and the impact this has on supporting a child's achievement, wellbeing and wider development. Being around teachers and friends is the best way for students to learn, access pastoral support and have the chance to attend co-curricular activities, and therefore lead to reaching their potential. Evidence shows that students with the highest attendance throughout their time in school go on to gain the best examination results. As a school, we therefore place great importance and high expectations on school attendance, and supporting students in achieving this. We recognise that for some students, especially those with SEND, coming to school can be challenging and we are committed to working in partnership with families to remove any barriers that prevent a child from accessing their education.

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 \(Pupil Registration\) \(England\) 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](#)

3. Roles and responsibilities

3.1 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 work effectively with local partners to help remove barriers to attendance, and keep them informed regarding specific pupils, where appropriate.
- ✓ Recognising and promoting the importance of school attendance across the school's policies and ethos
- ✓ Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for 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
- ✓ 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
- ✓ 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

Link Governor for Attendance: Jonathan Peters (Governor for Attendance)

3.2 Headteacher

The headteacher is responsible for:

- ✓ The implementation of this policy at the school
- ✓ Monitoring school-level absence data and reporting it to governors
- ✓ Supporting staff with monitoring the attendance of individual pupils
- ✓ Monitoring the impact of any implemented attendance strategies
- ✓ Instructing the attendance office to refer cases to the local authority where there is a need to issue penalty notices
- ✓ 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

3.3 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 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
- ✓ Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- ✓ Delivering targeted intervention and support to pupils and families

Attendance Champion: Nick Hawkins (Assistant Headteacher) – 01926 743204 – nickh1@campion.warwickshire.sch.uk

3.4 Attendance Officer

The school attendance officer 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/senior attendance champion (authorised by the headteacher) when to issue penalty notices

Attendance Officer: Lisa Jones (Attendance Officer) 01926 743217 –

lisaj1@campion.warwickshire.sch.uk

3.5 Form Tutors and Teachers

Form tutors are responsible for recording attendance at the morning sessions using the correct codes (see Appendix 1), and submitting this information to the school office via SIMS on the same day. Class teachers must take a lesson register at the start of every lesson, alerting the main office immediately of any absences that are evident, where the student's prior attendance that day has been marked present.

3.6 School administrative staff

The Attendance Officer will:

- ✓ Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- ✓ Transfer calls from parents to the Pastoral Team and KS3/4 Wellbeing and Progress Leads in order to provide them with more detailed support on attendance

3.7 Parents and Carers

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 via phone or Studybugs before 9am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority

- Seek support, where necessary, for maintaining good attendance, by contacting the form tutor in the first instance.

3.7 Pupils

Pupils are expected to:

- ✓ Attend every timetabled session, on time
- ✓ Take responsibility (with the support of their parents and teachers) for missed learning opportunities through absence from school by reviewing the lessons that have been missed (whether planned or unplanned absence)
- ✓ If in the Sixth Form pupils should call the school to report their absence before by 9am on the day of the absence and each subsequent day of absence

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 afternoon session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- ✓ Present
- ✓ Attending an approved off-site educational activity
- ✓ Absent
- ✓ Unable to attend due to exceptional circumstances
- ✓ Any amendment to the attendance register will include:
 - The original entry
 - The amended entry
 - The reason for the amendment
 - The date on which the amendment was made
 - The name and position of the person who made the amendment See Appendix 1 for the DfE attendance codes.

We will also record:

- ✓ Whether the absence is authorised or not
- ✓ The nature of the activity, where a pupil is attending an approved educational activity
- ✓ The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances
- ✓ We will keep every entry on the attendance register for 6 years after the date on which the entry was made.
- ✓ The school day starts at 8.40am and ends at 3.00pm

Pupils must arrive in school by 8.40am on each school day.

The register for the first session will be taken at 8.40am and will be kept open until 9.10am. The register for the second session will be taken at 1.00pm and will be kept open until 1.30pm.

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 9.00am or as soon as practically possible, by calling the school attendance line or reporting the absence via Studybugs.

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

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

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.

When a planned absence is needed, parents must send evidence of the appointment to their House Learning Leader (HLL).

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.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil 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

The school is committed to working in partnership with families and children to address the barriers that might prevent a child attending school. The types of support that we can offer to families concerned about their child's attendance may include support from the form tutor, a mentor, the school counsellor, the pastoral team, the SEN team and senior staff. Barriers to attending school are unique to each child and we will endeavour to create bespoke, individual plans with regular review points to support children who are finding attending school a challenge.

The school also works with a variety of external agencies to support students who are absent from school and their families. These include:

- Early Help Team and their targeted support officers
- The Flexible Learning team (the Warwickshire home tutoring service for children who are unable to attend school for an extended period of time because of illness)

- CAMHS (the Children and Adolescent Mental Health Services)
- Educational Psychologists

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. If the school cannot reach any of the pupil's emergency contacts, the school may conduct a safe and well check or contact the police.
- ✓ 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

Where support is not appropriate, not successful, or not engaged with as a last resort we will issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate

4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels on a regular basis. Students and parents can monitor attendance via their Epraise app.

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 [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 pupil is authorised to be absent for.

We define 'exceptional circumstances' as one-off events which are unavoidable such as attending the funeral of a close relative or attending a music examination. The DfE does not consider the need or desire for a holiday or other absence for the pursuit of a leisure or recreational activity to be an exceptional circumstance.

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

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 1 week before the absence. When a planned absence is needed, parents must request an absence through the absence request form – please email lisaj1@campion.warwickshire.sch.uk to request the form in advance of the absence.

The headteacher may require evidence to support any request for leave of absence. If a pupil is over compulsory school age (e.g. sixth form), leave should still be requested by a parent they normally live with.

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

- ✓ Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- ✓ Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- ✓ Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- ✓ If the pupil is currently suspended or excluded from school (and no alternative provision has been made)
- ✓ Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):
 - Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
 - Attending another school at which the pupil is also registered (dual registration)
 - Attending provision arranged by the local authority
 - Attending work experience
 - If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Leave of Absence and Legal Sanctions

Leave of Absence

- The law states a leave of absence may only be granted by a school if an application is made in advance and if it considers there are exceptional circumstances relating to the application.

Expectations

- A leave of absence is granted entirely at the school's discretion. Permission for a Leave of Absence from a school may only be given by a person who the school's proprietor has authorised to do so (an authorised person).
- Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.
- Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.
- Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school.
- When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify the parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.
- It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is their responsibility to ascertain if the leave is authorised prior to the start of the leave.
- The school can only consider applications for Leave of Absence which are made by the resident parent. i.e the parent with whom the child normally resides.
- Where applications for Leave of Absences are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an "unauthorised" absence. Where a leave of absence is requested but additional days take either prior to or after the request, they may be considered as part of the leave of absence.
- Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as 'unauthorised'.
- All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service of Warwickshire County Council. Penalty notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.
- Where a Penalty Notice is not paid within the timeframe set out in that Notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

The law relating to Penalty Notices changed with effect from 19 August 2024. Therefore, Penalty Notices issued for Leave of Absence taken from September 2024 will be issued in accordance with the updated legislation.

Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices – 4 in total).

- First Leave of Absence Offence: The amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.
- Second Leave of Absence Offence within a 3 year period (from the date of issue of the first penalty notice): The amount of £160 paid within 28 days. No reduced amount.
- Third Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice). A Penalty Notice will not be issued and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

6. Strategies for promoting good attendance

Good attendance is promoted and celebrated during form time, through the tutor programme and through letters that are sent home. Throughout the academic year, the school may operate particular events to encourage good attendance.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

The school is committed to working in partnership with families and children to address the barriers that might prevent a child attending school. The types of support that we can offer to families concerned about their child's attendance may include support from the form tutor, a mentor, the school counsellor, the pastoral team, the SEN team and senior staff. Barriers to attending school are unique to each child and we will endeavour to create bespoke, individual plans with regular review points to support children who are finding attending school a challenge.

The school also works with a variety of external agencies to support students who are absent from school and their families. These include:

- Early Help Team and their targeted support officers
- The Flexible Learning team (the Warwickshire home tutoring service for children who are unable to attend school for an extended period of time because of illness)
- Connect For Health
- CAMHS (the Children and Adolescent Mental Health Services)
- Educational Psychologists

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

The SEN team will create a targeted support plan with students and parents to ensure that reasonable adjustments are made to remove any barriers that are preventing students attending school. As part of the graduated response, these plans will be regularly reviewed to meet an individual student's needs. This may involve offering Early Help to the family as a first step.

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

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

After a lengthy absence the pastoral/SEN team will create a bespoke programme that meets the needs of the individual student to support their return to school. This could include a phased return, part-time timetable and a designated member of the pastoral/SEN to liaise with.

8. Attendance monitoring

8.1 Monitoring attendance

Form tutors will receive a weekly email of attendance % for their tutees, and will use the register recorded on SIMS to look for any patterns/trends emerging. End of each full month will have a monthly review of data (KS3/4) with the attendance officer. In the sixth form attendance is reviewed weekly, with agreed actions. Parents will be notified of attendance for that month and praise or support offered where barriers may be evident. Letters will acknowledge maintaining, increase or decrease in the percentage attendance of their child. School will meet with Parents and students where attendance is not improving consecutively, or where an incident has led to a marked decline in access to learning.

The school will monitor attendance and absence data (including punctuality) monthly, termly and yearly across the school and at an individual pupil, year group and cohort level. Data will be shared in Senior Leadership Meetings.

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

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

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

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

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.

- ✓ Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence.
- ✓ Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends.
- ✓ Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.

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).
- ✓ Provide regular attendance reports to form tutors, 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).
- ✓ 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.

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 and providing support to families to prevent this is central to the school's strategy for improving attendance.

The school will:

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

- ✓ Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant.
- ✓ Consider alternative support that could be put in place to remove any barriers to attendance and reengage these pupils. In doing so, the school will sensitively consider some of the reasons for absence ➤
- ✓ Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum every year. At every review, the policy will be approved by the full governing board.

10. Links with other policies

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