Barnhill
Community High School

Attendance Policy

2026 - 2027

Approved by:	Barnhill Local Governing Body
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1. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

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

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy meets the requirements of the statutory working together to improve school attendance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting 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 School Attendance (Pupil Registration) (England) Regulations 2024 (updating the previous 2006 regulations and subsequent amendments)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Equality Act 2010

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools
- Ofsted's 2025 framework toolkit

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, including accurate register maintenance and data sharing with the DfE and local authority
- Making sure the school works effectively with local partners to help remove barriers to attendance, keeping them informed regarding specific pupils where appropriate
- Making sure the school's attendance management processes are delivered effectively, providing consistent support 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
- Working with school leaders to set goals or areas of focus for attendance, providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure 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, and the procedures for tracking, following up on and improving attendance.
- Holding the headteacher to account for the implementation of this policy

3.2 The headteacher

The headteacher is responsible for:

- 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
- Issuing fixed-penalty notices, where necessary, or authorising the deputy headteacher to do so
- Working with parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance
- 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/carers through all available channels
- Sharing information from the school register with the local authority, including: notifying them when a pupil's name is added to or deleted from the admission register outside standard transition times; providing details of pupils who fail to attend regularly or have 10 school days of continuous unauthorised absence; and details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Offering a clear vision for attendance improvement and maintenance
- Evaluating and monitoring expectations, processes and systems
- Having an absolute grasp and oversight of data analysis and regular progress monitoring
- Devising specific strategies to address areas of poor attendance identified through data
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Ms D Bertin, Deputy Headteacher for Behaviour and Attitudes, and can be contacted via enquiries@barnhill.school or attendance@barnhill.school.

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data on a weekly basis (see section 7)
- Benchmarking attendance data against local, regional and national levels 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/deputy headteacher when to issue fixed-penalty notices

The Attendance Manager is Mrs. R Mustafa and can be contacted via 02086390600 and/or enquiries@barnhill.school.

3.5 Class teachers/form tutors

Class teachers/form tutors are responsible for recording attendance on a daily basis for both morning and afternoon sessions, using the correct codes, and submitting this information on to the school MIS within the first 10 minutes of each lesson.

3.6 School office and attendance staff

School office and attendance staff will:

- Take calls from parents/carers and pupils about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers and pupils to the head of year/pastoral support manager or attendance office in order to provide them with more detailed support on attendance

3.7 Parents/carers

Where this policy refers to a parent, it refers to all natural parents whether they are married or not, anyone with parental responsibility, or those who have day-to-day responsibility for the child. Parents/carers are expected to:

- Make sure their child attends every day and every timetabled session on time
- Call the school to report their child's absence before 08:00 or as soon as possible thereafter 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 Head of Year, Pastoral Lead, Attendance Manager or the Education Welfare Home-School Support Officer, who can be contacted via 02086390600 and/or enquiries@barnhill.school

3.8 Pupils

Pupils are expected to:

- Attend school every day on time
- Attend every timetabled session on time
- Sixth form pupils are expected to attend every timetabled session, and call the school to report their absence before 08:00 on the day of the absence and each subsequent day of absence.

4. Recording attendance

4.1 Attendance register

We will keep an attendance register, and place all pupils onto this register. We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the 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 (or place other than school)
- Absent
- Unable to attend due to exceptional circumstances or unavoidable causes

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, and 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 if a pupil is attending an approved educational activity, and 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 (updated from 3 years in line with statutory requirements).

The school day starts at 08:20 and ends at 15.00 (15:50 for KS4 /5 Monday-Wednesday). Pupils must arrive in registration class by 08:20 on each school day.

The register for the first session will be taken at 08:25 and will be kept open until 9:55. The register for the second session will be taken at 13:00 for years 7, 8, 12 and 13 and will be kept open until 13:30. For other cohorts, it will be taken at 12:20 and kept open until 12:50. Any student who comes in after the register closes gets a U code which means they have 0% attendance for that session.

4.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 08:00 or as soon as practically possible by calling the school, notifying via the attendance email address, emailing that address via edulink, or by using Absento via absento.co.uk. Parents must contact the school daily to report ongoing absence.

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 2 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/carers 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/carer notifies the school in advance of the appointment. Parents should notify the school by calling the school, notifying via the attendance email address or emailing that address via edulink. However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary, attend school before/after their appointment, and wear school uniform to their appointment to make it easier to return to school afterwards.

The pupil's parent/carer 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 (L)
- After the register has closed will be marked as absent, using the appropriate code (U)

If a pupil is late to school, there will be a detention where the student can speak to a member of staff about any issues they may have- If the student fails to attend this detention, then it will escalate in severity and time.

4.5 Following up unexplained absence

Parents and carers will be notified via truancy text/call if their child is absent without explanation on the morning of the first day. If this message is not responded to, a phone call will be made. If the school cannot reach any emergency contacts, the school may carry out a home visit and inform the Local Authority. If the safeguarding of a child is at risk the police and social agencies will be contacted according to the school's safeguarding policy. Where relevant, the school will report the unexplained absence to the pupil's social worker and/or youth offending team officer, and offer support or refer to wider partners as quickly as possible.

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

- 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

- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will follow the Local Authority's poor attendance procedure and consider involving an education welfare officer

4.6 Reporting to parents/carers

The school will regularly inform parents/carers about their child's attendance and absence levels via reports for all pupils, but for those whose attendance is a concern by phone call, letter and invitation to meetings at which the pupil's attendance will be discussed.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances' that meet the specific conditions set out in the The School Attendance (Pupil Registration) (England) Regulations 2024. These include taking part in a regulated performance or employment abroad, attending an interview, study leave, a time-limited part-time timetable, or unexpected rare family emergencies (e.g. death of a relative, for which the headteacher only authorises one day for the funeral if evidence is provided). 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 circumstances beyond reasonable expectation. Rare and unexpected circumstances which are unlikely to reoccur.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours. As leave is only granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday. A term-time holiday taken without permission automatically counts towards the threshold for penalty notices.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least four weeks before the absence, and in accordance with any leave of absence request form, accessible via the school's website (Attendance - Barnhill Community High School). The headteacher may require evidence to support any request for leave of absence.

Valid reasons for authorised absence include:

- Illness (including mental 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 parents/carers belong. If necessary, the school will seek advice from the parents'/carers' religious body to confirm whether the day is set apart. Pupils should attend school on the days surrounding those set apart for religious observance
- Traveller pupils 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
- To attend a funeral for a relative or friend absence may be authorized for the duration of the funeral only (maximum 1 day if evidence is provided)
- Study leave
- Suspended or permanently excluded and no alternative provision made

- Certain approved offsite educational activities, sporting activities, visits or trips arranged by the school, dual registration, or local authority arranged provision/work experience (these absences from the school site are not classified as absences from education)

5.2 Legal sanctions

The school or local authority can fine parents/carers for the unauthorised absence of their child from school, where the child is of compulsory school age. Penalty notices can be issued by a headteacher, local authority officer or the police. The school will check with the local authority before doing so and send them a copy.

The school will make every attempt to contact the parent or carer by telephone and in writing. In the first instance we would invite them to discuss attendance unless the absence relates to leave in term time without permission.

Where all other avenues have been exhausted and support is not working or not being engaged with, attendance may be enforced where necessary through statutory intervention, a notice to improve (giving a final 3 to 6-week timeframe to engage with support), an education supervision order (formal family court intervention lasting 1 to 3 years with up to £1,000 fine for persistent non-compliance), or prosecution to protect the pupil's right to an education.

A referral may be made to the local authority (Hillingdon Council) under the following circumstances based on the national framework for penalty notices:

- A single consistent national threshold for when a penalty notice must be considered of ten sessions (usually equivalent to five school days) of unauthorised absence within a rolling ten school week period. This may span different terms or school years. This will include unauthorised absence for lateness Code U.
- A term time holiday taken without permission would count towards the ten sessions.
- A national limit of two penalty notices that can be issued to a parent for the same child within a rolling 3-year period. At the third (or subsequent) offence(s) other legal prosecution will be considered.

Penalty notices are issued to each parent or carer for each of their children. For example, two parents with three children would receive a total of six penalty notices; one parent with two children will receive a total of two penalty notices.

Under the National Framework, the penalty notice rates are as follows:

- First Offence: Each penalty notice is £80 if paid in the first 21 days. From days 22 to 28 the fine doubles to £160 for each penalty notice.
- Second Offence: Issued to the same parent for the same child within a rolling 3-year period will be charged at a higher flat rate of £160 for days 1 – 28, with no option for this second offence to be discharged at the lower rate of £80.
- Third Offence: A third penalty notice cannot be issued to the same parent for the same child within 3 years. Alternative action, such as direct prosecution, will be taken instead.

The Attendance Support Team (Hillingdon Council) has asked us to point out that it is not possible to pay these fines by instalments or lower the cost when they have increased, or to simply fine one parent. Payment can be made online and instructions on how to pay are included on the penalty notice letter.

If a penalty notice is not paid after 28 days or the Attendance Support Team assesses that the level of absence warrants court action, the local authority will arrange for a court hearing. There are a range of sentencing options available to the magistrate including the maximum penalty of a fine of up to £2500 per parent for each offence as well as the possibility of up to three months in prison.

The decision on whether or not to issue a penalty notice may take into account: the number of unauthorised absences occurring within a rolling academic year, one-off instances of irregular attendance (such as holidays taken in term time

without permission), where an excluded pupil is found in a public place during school hours without a justifiable reason during the first 5 days of a suspension or exclusion (subject to an independent fine framework of £60 within 21 days or £120 within 28 days, which does not count towards the National Framework limit), or obligations under the Equality Act 2010.

6. Supporting pupils who are absent or returning to school

6.1 Pupils absent due to complex barriers to attendance

If the school becomes aware of barriers that relate to the pupil's needs, we will inform the local authority.

The school takes a **support-first, individualised approach** to pupils experiencing complex barriers to regular attendance. We recognise that persistent absence can have a range of underlying causes and therefore seek to understand the individual circumstances of each pupil before identifying appropriate interventions.

We use attendance data alongside pastoral, safeguarding, SEND and behaviour information to identify patterns, barriers and emerging concerns at an early stage. This enables staff to intervene promptly and target support appropriately. Information about potential barriers is shared with relevant staff so that pupils receive a coordinated response.

Working with families

The school works constructively with parents and carers to understand the reasons behind absence and to identify practical solutions. Staff maintain regular communication with families, balancing appropriate challenge with a supportive approach.

Where attendance is particularly difficult to improve, the school develops **individualised attendance support plans** with the pupil and family. These plans identify the barriers to attendance, agreed actions, responsibilities and timescales, and are reviewed regularly to evaluate impact and adapt support where necessary.

The school also works with external agencies where appropriate, drawing on wider professional support to address barriers that cannot be resolved through school-based intervention alone.

Removing in-school barriers

The school considers whether aspects of the school experience may be contributing to a pupil's difficulty attending. Strategies may include:

- Identifying and addressing concerns relating to behaviour, bullying, relationships or feeling unsafe.
- Providing a trusted adult or key member of staff for the pupil to check in with.
- Strengthening the pupil's sense of belonging and connection to school.
- Providing appropriate pastoral, wellbeing and SEND support.
- Reviewing curriculum or timetable arrangements where these are creating barriers.
- Supporting successful reintegration following periods of absence or reduced timetables.
- Using early transition information from feeder primary schools to identify potential barriers before pupils join the school.
- Working with heads of year and form tutors to ensure that attendance concerns are identified and responded to consistently.
- Using attendance data to monitor progress and evaluate whether interventions are making a measurable difference.

The overall aim is to identify barriers early, work in partnership with families and pupils, provide the right support at the right time, and continually evaluate the impact of interventions. The school seeks to ensure that pupils remain connected to their peers, curriculum and wider school life wherever possible.

6.2 Pupils absent due to mental or physical ill health

Adjustments and support

Depending on the individual circumstances, the school may consider reasonable adjustments to help a pupil remain connected to school and successfully return following illness. These may include:

- A phased or supported return to school following a period of absence.
- A named trusted adult or key member of staff to provide regular check-ins.
- Adjustments to the school day, timetable or arrangements for arriving and leaving school where appropriate.
- Access to pastoral and wellbeing support.
- Appropriate SEND support and reasonable adjustments where a pupil's needs require them.
- A quiet or supported space where appropriate.
- Additional support with missed learning to reduce anxiety about returning.
- Support with rebuilding relationships, confidence and a sense of belonging.
- Regular reviews with the pupil and family to assess progress and adapt support.

For pupils who have experienced longer periods of absence, the school seeks to maintain their connection with their peers, curriculum and wider school life wherever possible and ensures that any reintegration arrangements are reviewed regularly.

The school recognises that mental and physical health needs can fluctuate. Support is therefore reviewed on an ongoing basis, with interventions adjusted according to the pupil's changing needs, to ensure it is timely and appropriate.

The overall aim is to remove barriers, maintain the pupil's connection with school, work collaboratively with families and professionals, and support a successful and sustainable return to regular attendance wherever possible.

Parents should consult the NHS guidance Is my child too ill for school? - NHS when deciding whether to keep their child home due to illness. We will share this guidance with parents, and provide support in understanding it, in order to promote school attendance wherever appropriate.

6.3 Pupils absent due to other barriers to attendance

At Barnhill we work with families to support students who have complex needs, which could be from a special educational need, trauma based or mental/physical health need.

We have a supportive pastoral and SEND team who will look at a bespoke plan for the student- which could range from:

- Soft starts to school- later or earlier times- which are quieter
- Inclusion support- dedicated space where students can regulate before school
- ELSA /mentoring sessions to look at the reasons behind non attendance- this is offered online and face to face
- Part timetables- to help the school day be more manageable

- Time out passes
- Phased lessons- where students can be in a safe place in the building when not in lessons if these are too overwhelming
- Trusted adult- who will do check ins and support them at school
- PEEP(Personal emergency evacuation Plan) will be greeted for students if physical elements are the barrier- which also includes pastoral support for when they are in school.

Where a pupil has an education health and care (EHC) plan and their attendance falls, the school will inform the local authority.

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

When deciding whether a child's absence should be considered prolonged, we will consider the:

- Patterns and trends in the child's absences and their personal circumstances
- Vulnerability of the child and their parents, as well as the circumstances of their home life

We will also implement our safeguarding procedures see our child protection/safeguarding policy and refer any concerns to local children's social care and/or request a police welfare check.

Before they return

- Arrange a **return-to-school meeting** with the pupil and parent/carer.
- Identify the main reasons for the absence and any **anxieties about returning**.
- Agree a **named trusted adult** the pupil can go to if they become overwhelmed.
- Give the pupil a clear plan for their first day/week so they know **where to go, who they will see and what will happen**.
- Consider a **school visit before the return**, particularly if anxiety is a barrier.
- Agree whether a **phased or gradual return** is appropriate.

Rebuilding relationships and confidence

- Provide regular check-ins with a trusted adult.
- Help the pupil reconnect with friends and their tutor/form group.
- Monitor for isolation, bullying or friendship difficulties.
- Encourage participation in activities that help them feel part of school again.
- Recognise small successes, such as completing a full morning or attending a difficult lesson.

Adjustments that may help

- Temporary timetable adjustments.
- Later start/earlier finish as part of a planned reintegration.
- Reduced workload initially.
- Additional movement or comfort breaks.
- Access to a quiet/safe space.
- Seating adjustments.
- Support moving between lessons.
- Flexibility around PE or other activities where appropriate.
- Additional pastoral, SEND or wellbeing support.

7. Strategies for promoting attendance

Barnhill Community School understands that promoting good attendance is important. We want to reward high attendance and not just penalise pupils for poor attendance. Ways in which this is completed are:

- Certificates - end of term rewards
- Badges
- Attendance Prizes for 100% Attendance at the end of a term/academic year form competitions between form groups and that include prizes
- Display attendance for each year in their form classes
- Praise during assembly and assemblies where the importance of attendance is discussed
- Attendance breakdown for each year/form in all online communication to parents/carers/guardians
- Positive contact home with attendance news
- Most improved can go on rewards trips

8. Attendance monitoring

The Attendance Officer monitors pupil absence on a weekly basis, tracking attendance data at whole school, year group and cohort level, and benchmarking it against local, regional and national levels to share with the governing board.

- Parents are expected to call the school in the morning if their child is going to be absent due to ill health.
- If a pupil's absence goes above 3 days we will arrange a home visit to check the pupil's welfare. If no one is at the property, we will consider involving the Police Safer Schools Officer.
- If after visiting/contacting parents a pupil's absence continues to rise, we will consider involving an education welfare officer. If the pupil is off for 10 days we will refer them to the Children Missing Education team.
- The persistent absence threshold is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil will be classified as a persistent absentee (severe absence is defined as missing 50% or more of school). All pupils with attendance lower than the national average will be reported to the Attendance Support Team (Hillingdon Council).
- Pupils with concerning attendance will be discussed weekly at a strategy panel consisting of senior members of staff and the safeguarding team to ensure all that can be done for the pupils and their family is being done.
- Pupil-level absence data is 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.

8.1 Monitoring attendance

The school will: monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level; identify whether or not there are particular groups of children whose absences may be a cause for concern; compare attendance data to the national average, and share this with the governing board. Specific pupil information will be shared with the DfE on request.

8.2 Analysing attendance

The school will: analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families; 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: provide regular attendance reports to the deputy headteacher, attendance officer, heads of year, form tutors, raising achievement leaders, special educational needs co-ordinators, designated safeguarding leads, pupil premium leads, and other school leaders, to facilitate discussions with pupils and families; 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 local settings where a pupil is at risk of persistent or severe absence.

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. The school will: use attendance data to find patterns and trends of persistent and severe absence; consider potential safeguarding issues in line with Keeping Children Safe in Education; hold regular meetings with the parents/carers of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance, listen to barriers, explain help, explain consequences, and review interventions; provide access to wider support services or implement adjustments to remove the barriers to attendance in conjunction with the local authority.

8.5 School Welfare Checks and Safeguarding Home Visits

- **The 3-Day Unexplained Absence Trigger**: In line with national safeguarding expectations, the school will automatically arrange a supportive home welfare visit if a pupil has been absent without any valid reason or contact from parents/carers for 3 consecutive school days.
- **Immediate No-Contact Protocols:** Where a pupil is unexpectedly absent and the school is completely unable to establish contact with any of the child's designated emergency contact on the morning of the first day, a home visit may be deployed immediately to confirm the child is safe.
- **Illness Welfare Checks:** In accordance with the DfE's focus on the health and well-being of the child, the school reserves the right to conduct a "Safe and Well" check if a pupil is reported absent due to illness for more than a few days. These supportive visits are designed to assess if the family requires additional resources or medical signposting to facilitate a smooth return to education.
- **Safeguarding as a Priority:** All home visits are handled sensitively by trained staff as an early intervention safeguard. These checks ensure that zero-contact absences are not masking underlying vulnerabilities, family difficulties, or hidden medical emergencies.
- **Multi-Agency Escalation (Safer Schools):** If the school attendance team conducts a welfare visit and receives no response at the property, the case will be risk-assessed. If the pupil is deemed vulnerable, the school will escalate the check by involving the Safer Schools Police Officer or local children's social care to verify the child's safety.

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every two years by the deputy headteacher. At every review, the policy will be approved by the full Barnhill Local Governing Body.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Supporting pupils with medical conditions
- Pupil mental health and wellbeing

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario / Category
/	Present (am)	Present at morning registration
\	Present (pm)	Present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
K	LA arranged provision	Attending education provision arranged by the local authority
V	Educational visit/trip	Pupil is on an educational visit/trip organised or approved by the school
P	Sporting activity	Pupil is participating in a supervised approved sporting activity
W	Work experience	Pupil is on an approved work experience placement
B	Approved educational activity	Attending any other approved educational activity
D	Dual registered	Pupil is attending a session at another setting where they are also registered
C1	Regulated performance/employment	Leave of absence for participating in a regulated performance or employment abroad
M	Medical/dental appointment	Leave of absence for attending a medical or dental appointment
J1	Interview	Leave of absence for attending an interview for employment or admission
S	Study leave	Leave of absence for studying for a public examination
X	Non-compulsory age	Non-compulsory school age pupil not required to attend school
C2	Part-time timetable	Leave of absence for a compulsory school age pupil subject to a part-time timetable
C	Exceptional circumstance	Leave of absence for exceptional circumstance
T	Parent travelling	Parent travelling for occupational purposes
R	Religious observance	Religious observance set apart by the religious body

I	Illness	Illness (either related to physical or mental health)
E	Suspended or excluded	Suspended or permanently excluded and no alternative provision made
Q	Lack of access arrangements	Unable to attend because the LA failed to make access arrangements
Y1	Transport not available	Unable to attend due to transport normally provided not being available
Y2	Widespread travel disruption	Unable to attend due to widespread disruption to travel
Y3	Part of premises closed	Unable to attend due to part of the school premises being closed
Y4	Whole site closed	Unable to attend due to the whole school site being unexpectedly closed
Y5	Criminal justice detention	Unable to attend as pupil is in criminal justice detention
Y6	Public health guidance/law	Unable to attend in accordance with public health guidance or law
Y7	Other unavoidable cause	Unable to attend because of any other unavoidable cause
G	Holiday not granted	Holiday not granted by the school
N	Reason not established	Reason for absence not yet established before the register closes
O	Absent in unknown circumstances	Absent in other or unknown circumstances
U	Late after register closed	Arrived in school after registration closed (0% attendance for session)
Z	Prospective pupil	Prospective pupil not on admission register
#	Planned closure	Planned whole school closure or school holiday