



**HERITAGE
ACADEMY**

Attendance and Punctuality Policy

'By time. Indeed, mankind is in loss. Except for those who have believed and done righteous deeds and advised each other to truth and advised each other to patience.'

(Quraan 103:1-3)

Written: September 2026 Updated: October 2026	Next Review: September 2027 (or sooner if required)
Person Responsible	Headteacher
Reviewed by:	Proprietor Body

This policy should be read in conjunction with our:

Safeguarding and Child protection policy
Behaviour policy
Supporting pupils with medical conditions

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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 statutory guidance on [Working together to improve school attendance](#) from the Department for Education (DfE). We aim to achieve this through our whole-school culture and ethos that values good attendance, which includes:

- 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.

2. Roles and responsibilities

2.1 The proprietor body

The proprietor body is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, including:

Making sure the school records attendance accurately and shares information with the local authority and other authorised bodies as required by law.

- Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- 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
- If required, developing 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

The link proprietor, Sahdia Akhtar, will support the headteacher in monitoring pupil attendance.

2.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to the proprietor body
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, 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 Heritage Academy's high expectations for attendance and punctuality regularly to pupils and parents/carers
- Ensuring statutory attendance, sickness, admission and deletion returns are made to the local authority as set out in section 4.13

2.3 The senior attendance champion

The designated senior leader, also known as the 'senior attendance champion' is the headteacher, Shakeel Akhtar, and 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 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/carers 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

The senior attendance champion is the headteacher, Shakeel Akhtar, who can be contacted on 0121 440 2222 or ht@heritage-academy.co.uk.

2.4 Class teachers and form tutors

At Heritage Academy, class teachers/form tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1). Registers are taken at 08:05 for the morning session and 13:35 for the afternoon session.

2.5 School office

School admin staff will:

- Maintain the electronic register
- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Call parents/carers where a reason for absence has not been provided and record the contact
- Make any amendments to the register
- Transfer calls from parents/carers to the headteacher where appropriate, in order to provide them with more detailed support on attendance

2.6 Parents and carers

Where this policy refers to a parent, it refers to:

- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 8am 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
- Seek support, where necessary, for maintaining good attendance by contacting the Headteacher on 0121 440 2222 or ht@heritage-academy.co.uk.

2.7 Pupils

Pupils are expected to:

Attend every timetabled session, on time.

3. Recording attendance

3.1 Attendance and admission registers

We will keep an electronic attendance register, and place all pupils on this register.

We will take our attendance register at the start of each morning session of each school day and once during each 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 a place other than school
- Absent

- Absent – unable to attend due to 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
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

The admission register is also kept electronically. Pupils are entered on their agreed starting day, before or at the beginning of the first session, whether or not they attend that day. Failure to attend is followed up promptly.

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

A back-up of the register will be made at least once a month, electronically or in print. Back-ups will be preserved for six years after the end of the school year to which they relate. Amendments to the register retain the original entry, amended entry, reason, date and person making the amendment.

3.2 Registration and late arrivals

The school day starts at 08:05 and ends at 15:25 for years 7-8 and 15:35 for year 9-11.

Pupils should arrive by 08:00, ready for registration at 08:05. The morning register is taken at 08:05 and closes at 08:35. The afternoon register is taken at 13:35 and closes at 14:05.

- A pupil absent when registration starts who arrives before registers close is recorded with code L
- A pupil who arrives after closure of registers but before the session ends is recorded with code U, unless another absence code more appropriately explains the absence

The registration period is the same for all pupils, including those on a part-time timetable, and is no longer than 30 minutes. Late arrivals must report to reception so their arrival and welfare can be checked.

3.3 Absence due to illness

Parents must notify the school of the reason for an unplanned absence before 08:00 on the first day and each subsequent day, or as soon as practically possible, by calling 0121 440 2222. Where necessary, parents may email info@heritage-academy.co.uk. They should advise when the pupil is expected to return.

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.

Medical evidence is not routinely required. Where clarification is necessary to understand support needs or to record absence accurately, the school may request appropriate evidence. We will first discuss the circumstances with the family and consider available evidence, without insisting on a particular format or requesting evidence unnecessarily.

Illness is recorded using code I.

3.4 Planned absence

Parents should arrange medical or dental appointments outside school hours wherever possible. Where this is not possible, they should seek the school's agreement in advance. Absence for a

medical/dental appointment is recorded with code M, and the pupil should be away only for the minimum time necessary, attending school before and after the appointment where possible.

If a pupil is present at registration and leaves later in that session for an appointment, the attendance mark for that session does not change. The school will still record the pupil signing out and returning for safeguarding purposes. Pupils should wear school uniform to their appointment, to make it easier to return to school afterwards

Other requests for planned term-time leave should be made as far in advance as possible using the process in section 4.1.

3.5 Following up unexplained absence

Where a pupil expected to attend school does not attend, or stops attending, without an explanation, the school will promptly investigate their absence, establish their whereabouts and welfare, and follow the relevant local authority attendance and [Children Missing Education procedures](#).

Initial contact and safeguarding

The school will:

- Call the pupil's parent or carer on the morning of the first day of unexplained absence and each subsequent day while the absence remains unexplained (unless the parent has already called).
- Check and follow up all unexplained absence.
- Attempt to contact all relevant contacts held on file, including emergency contacts, where initial contact is unsuccessful.
- Notify the DSL or deputy **the same day** where the pupil's whereabouts or welfare cannot be established, or other safeguarding concerns arise.
- Consider the pupil's known vulnerabilities, SEND, health needs, family circumstances, social care involvement, previous concerns and patterns of absence when assessing risk.
- Make an **immediate referral to children's social care**, and contact the police where appropriate, if there is reason to believe the pupil is at risk of harm or in immediate danger. The school will not wait until all enquiries have been exhausted before taking safeguarding action.
- Where relevant, inform the pupil's social worker and/or youth offending team officer of unexplained absence.

Reasonable enquiries

Enquiries will be proportionate to the pupil's circumstances and level of risk. They may include:

- Further telephone calls and other appropriate contact methods.
- Letters home, including recorded delivery where appropriate.
- A home visit where appropriate, following a risk assessment and with authorisation from the headteacher or DSL. Staff will visit in pairs.
- Contact with other schools where siblings may be registered.

- Enquiries through school contacts to friends, relatives or neighbours where relevant, proportionate and safe.
- Enquiries with services known to be involved with the pupil or family.
- Contact with the relevant local authority attendance team for advice where absence remains unexplained.

The school will share only necessary information, avoid enquiries that could increase risk to the pupil, and record all contact attempts, information obtained, outcomes, decisions and actions. Risk will be reviewed each school day while the pupil's whereabouts or circumstances remain unresolved.

Attendance coding

The school will establish whether the absence is authorised or unauthorised and record the appropriate attendance code.

Where the reason has not been established when the register closes, the school will record **code N**. This will be replaced with the appropriate code as soon as the reason is established, and no later than **five school days after the session**. If the reason remains unknown after five school days, the entry will be amended to **code O**. Register amendments will preserve the original entry and record the amended entry, reason, date and person making the amendment.

Unexplained absence and possible Children Missing Education

If enquiries suggest that the pupil will no longer attend the school and we have not received written notice of their next school or education otherwise than at school, we will refer to the pupil's home local authority CME service as soon as possible. Where the pupil's whereabouts remain unknown, we will seek advice and make referrals according to the assessed risk, without waiting for a fixed number of absent days.

The school will continue reasonable enquiries and work with the local authority after referral until both agree that enquiries have concluded or that the school can take no further action.

For pupils living in Birmingham, the contact is:

Birmingham Children Missing Education Service

Telephone: 0121 303 4983

Email: cme@birmingham.gov.uk

A pupil who remains registered at the school is not a child missing education solely because of persistent or severe absence. However, their absence may still present a serious safeguarding risk. The school will remove a pupil from its admission register only where a lawful ground and all its conditions are met, and will make the required local authority notification.

Attendance returns and further support

For pupils of compulsory school age who fail to attend regularly, or who have been absent for **ten continuous school days** recorded with unauthorised absence codes **G, N, O and/or U**, the school will provide the required attendance return to the local authority. This is separate from a CME referral and does not delay earlier safeguarding action.

The school will:

- Offer appropriate support to the pupil and parents or carers to improve attendance.

- Identify the need for support from wider partners as quickly as possible and make the necessary referrals.
- Where support is inappropriate, unsuccessful or not engaged with, review the case and seek local authority attendance advice, including consideration of statutory intervention where appropriate.
- Record concerns, support, agreed actions and review arrangements.

3.6 Lateness and punctuality

We promote punctuality and recognise good and improving attendance. Persistent lateness will prompt contact with the pupil and parents to identify barriers and agree practical support. Where lateness is avoidable, proportionate sanctions, including detention, may be used. Decisions will take account of the reason, the pupil's needs and any reasonable adjustments; lateness will not be sanctioned for illness.

3.7 Reporting to parents and carers

The school will inform parents about attendance and absence through termly written reports or sooner where concerns arise.

When attendance falls below 90%, the headteacher will contact parents, explain the attendance figure, discuss barriers and offer an attendance-support review. If support is already in place, it will be reviewed with the family.

We will act earlier where attendance patterns, lateness, individual needs or safeguarding concerns warrant it. The 90% threshold does not delay support or safeguarding action. Attendance figures are reviewed at least half-termly, alongside more frequent monitoring described in section 4.6.

Summary of procedure

Stage	Action
Attendance concern	Identify authorised or unauthorised absence, a concerning pattern, or a barrier to regular attendance.
Stage 1 Verbal Listen and offer support	Speak with the pupil and parents or carers; offer an attendance support meeting; check safeguarding, SEND, health and other barriers; agree practical support and a review date. Allow an appropriate opportunity for agreed support to work, while continuing to assess risk. Make a record of any conversations.
Has attendance improved?	Yes: continue support and routine monitoring. No: review barriers and support with the pupil and family, and consider Stage 2.
Stage 2 Formal attendance meeting	Where absence persists, invite parents or carers to a meeting. Hear the pupil's views, review support, and agree an attendance plan with clear actions and a review date. Record any non-attendance or refusal to engage.
Outcome A Parents attend	Send a letter confirming agreed actions, support and the review date. Give parents or carers a copy of any plan. Proceed to monitoring and review.
Outcome B Parents do not attend	Try to make contact and offer another reasonable opportunity to meet. Send a letter recording the invitation, support still available and the next review. Proceed to monitoring and review.
Monitor and review	Check attendance and whether the school and family have carried out agreed actions. Speak with the pupil and parents or carers again. Record the outcome and adjust support where appropriate. If attendance improves, continue support and routine monitoring.
Stage 3 Further action if attendance remains poor	Send a letter setting out the continuing concern, support offered, actions required and review date. Seek local authority attendance advice or consider referral for statutory action where appropriate and where its current criteria and evidence requirements are met. Continue suitable support and review safeguarding risks.

Safeguarding applies at every stage. Follow up each unexplained absence promptly

These examples are not exhaustive and leave is not granted automatically. Where leave is granted, the Headteacher will determine its duration.

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

Generally, a need or desire for a holiday or absence for leisure and recreation does not constitute an exceptional circumstance. Families should arrange holidays outside term time. Each request will nevertheless be considered on its individual circumstances.

Any request should be submitted via email to info@heritage-academy.co.uk as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and should include the following information:

1. Pupil details
 - Child's name
 - Year group/form
 - Date of birth
2. Leave details
 - Start date of absence
 - End date of absence (or expected return date)
 - Total number of school days that will be missed
 - Whether this includes any examination dates or important school events
3. Reason for the request
 - Detailed explanation of why the leave is necessary
 - Why the leave cannot be taken during school holidays
 - Any supporting evidence (see below)
4. Exceptional circumstances
 - Clear explanation of what makes this request exceptional

Supporting evidence:

Depending on the reason, you may need to provide:

- Medical or dental appointments: appointment confirmation or other appropriate evidence, where needed
- Family bereavement: Details of relationship and funeral date
- Family emergency: Explanation of the circumstances
- Other exceptional circumstances: Any relevant documentation that supports the request

Evidence will be proportionate to the circumstances. Emergencies should be reported as soon as possible; the request to give two weeks' notice where possible does not prevent consideration of an emergency such as a sudden bereavement.

4.2 Other authorised absence and unavoidable causes

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

- Illness: where a pupil is unable to attend because of physical or mental ill health.

- Medical or dental appointments: where appointments cannot be arranged outside school hours, parents should obtain the school's agreement in advance. Pupils should be absent only for the minimum time necessary.
- Religious observance: where a pupil is absent on a day exclusively set apart for religious observance by the religious body to which their parent(s) belong. Where necessary, the school will seek advice from that religious body about whether it has set the day apart for religious observance. Additional days require separate consideration and authorisation; pupils should otherwise attend as normal.
- Suspension or permanent exclusion: where a pupil is suspended or permanently excluded on disciplinary grounds, remains on the admission register, and no alternative provision has been arranged for them to continue their education.
- Study leave is used sparingly for public examinations and is not granted for mock examinations or automatically when syllabus teaching finishes. School remains available for pupils who wish to attend to revise. Where granted, study leave is recorded using code S.

Where a pupil is unable to attend because of an unavoidable cause, such as qualifying transport disruption, public-health restrictions or unexpected school closure, the school will use the appropriate Q or Y code in accordance with its specific conditions. These sessions are not treated as ordinary authorised absence for statistical purposes.

4.3 Education away from the school site

Pupils may attend approved education elsewhere, including a school trip, sporting activity, work experience, another school at which they are registered, or local-authority-arranged provision. The correct code will reflect the actual arrangements: V, P, W, B, D or K as applicable.

The school will check that the activity meets the relevant educational, supervision and safeguarding requirements. A visit recorded with V must be arranged by or on behalf of the school and supervised by a member of school staff. Providers must notify the school promptly if a pupil expected to attend does not do so; the school will follow up and record the appropriate absence code.

4.4 Extended absence

Parents should keep the school informed of the pupil's whereabouts, contact details and expected return date during extended absence. Any change of temporary address should be notified promptly. Extended leave is not automatically authorised and remains subject to the school's leave and safeguarding procedures.

4.5 Strategies for promoting attendance

We want our pupils to succeed and develop their skills. To do this, pupils need to avoid missing lessons and days of school as much as possible. As a school, we want to reward high attendance and not just penalise pupils for poor attendance.

The school will take every opportunity to remind students of the importance of sustaining their attendance at the highest possible level. Only by sustaining optimum attendance can we ensure they receive the best possible education. At Heritage Academy, we will encourage this through a range of positive strategies, including awards, certificates and trips for good attendance/ punctuality.

Recognition will include improvement and effort and will be sensitive to pupils whose health, disability or other circumstances affect attendance.

4.6 Attendance monitoring and analysis

Heritage Academy will monitor attendance and absence data (including punctuality) daily, weekly, half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

The headteacher acts as attendance officer, monitoring and analysing attendance, benchmarking where suitable data are available, and liaising with local authority attendance officers. Attendance below 90% triggers parent contact and an attendance-support review as set out in section 3.7; earlier concerns are also acted upon.

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

Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence

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

As an independent school, Heritage Academy is not required to submit daily attendance data to the DfE. The school will provide statutory returns to the local authority and permit access to its registers by authorised persons as required by law.

4.7 Using data to improve attendance

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 we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 4.8)

Provide regular attendance reports to facilitate discussions with pupils and families, and to the proprietor body.

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 the local authority 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

4.8 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 absence is central to the school's strategy for improving attendance.

The school will:

Use attendance data to find patterns and trends of persistent and severe absence

Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education

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 re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence

Parents will be contacted when attendance falls below 90%, with targeted support and regular reviews. Attendance of exactly 90% is already within the persistent-absence definition because 10% of sessions have been missed; support will not be deferred while waiting for attendance to fall further.

Support includes phone calls, school letters, pastoral contact, meetings with the headteacher, agreed plans with actions and review dates, and referrals to wider services where appropriate. The staged support procedure in section 3.5 records concerns, support offered and next steps. We will continue support and seek local authority attendance advice where difficulties persist.

4.9 Further intervention

Where support is inappropriate, unsuccessful or not engaged with, the school will seek local authority advice about appropriate statutory intervention. Decisions will take account of the pupil's circumstances, the support provided and safeguarding needs.

Where appropriate, the local authority may apply to the court for an education supervision order. The court decides whether to make the order. An order is a formal intervention intended to secure suitable education; the school will cooperate with the local authority and family as required.

As an independent school, Heritage Academy has a contract with parents. In extreme cases of continuing attendance difficulties, the school may issue contractual warnings, agree attendance requirements or review whether the placement remains sustainable. Any decision will take account of support, safeguarding, equality duties and the lawful conditions for deletion from the admission register under Regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024. Poor attendance alone does not automatically permit removal.

4.10 Supporting pupils with ill health or other barriers

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

We take a proactive and preventative approach to attendance, looking at our data and targeting 'at risk' pupil groups before their attendance dips, rather than focusing solely on individual pupils once their attendance gets off track. A pupil's attendance difficulties are often symptoms of deeper issues. To deal effectively with persistent or severe absence, we work to understand exactly what's going on with the pupil and their family, and then create a bespoke plan to tackle the individual barriers they face.

We act early, before a pupil's attendance issues have become entrenched. Any drop in attendance band is a concern, not just once absence becomes persistent or severe. The headteacher is responsible for monitoring and analysing attendance data, looking out for patterns in absence and flagging concerns about any individual pupil whose attendance has declined or whose pattern of attendance has noticeably changed.

We recognise that mental or physical ill health can significantly impact a pupil's ability to attend school. We take a supportive and individualised approach to help pupils maintain their education and return to full attendance when they are able.

When a pupil is absent due to ill health, we:

- Maintain regular contact with parents/carers to understand the pupil's condition and needs
- Work in partnership with families to create a plan that supports the pupil's health while maintaining their connection to education
- Identify a trusted adult as the main point of contact for the family
- Approach conversations with empathy, acknowledging the challenges families face
- Keep communication open and supportive throughout the pupil's absence and return

We may make reasonable adjustments including:

For physical ill health:

- Providing work to complete at home where appropriate
- Arranging catch-up support upon return
- Making temporary timetable adjustments (with a clear end date)
- Providing access arrangements for assessments if needed
- Liaising with medical professionals where appropriate

For mental health:

- Working with our mental health lead and SENCO to understand the pupil's needs
- Seeking support from external services such as CAMHS where appropriate
- Creating a gradual reintegration plan if needed, including transition activities
- Providing a safe space and trusted adult for check-ins
- Making adjustments to reduce anxiety (e.g., modified timetable, quiet spaces)
- Ensuring staff understand not to dismiss worries or increase anxiety about missed time

See our supporting pupils with medical conditions policy.

Parents should consult the NHS guidance [Is my child too ill for school?](#) 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.

Supporting pupils with other barriers to attendance

For all pupils with barriers to attendance, we:

- Take a bespoke approach based on the individual's specific circumstances
- Work in partnership with families, maintaining empathy and support
- Involve relevant specialists (SENCO, DSL, mental health lead, external agencies)
- Give personalised support with clear actions and review dates
- Assign a trusted adult as the main point of contact
- Monitor progress regularly and adapt support as needed
- Celebrate improvements and maintain positive relationships

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

Where a pupil cannot receive suitable education through the school's arrangements because of health needs, the headteacher will contact the pupil's home local authority about education under section 19 of the Education Act 1996. The school will act as soon as the need is clear, including when illness absence of 15 school days or more, consecutively or cumulatively in the school year, is anticipated. This is separate from the statutory sickness return and does not mean waiting until 15 days have passed.

The local authority holds the section 19 duty. The school will cooperate with the family, relevant professionals and education providers to support continuity of education and reintegration, including during hospital treatment.

Work sent home or remote education will be appropriate to the pupil's health and form part of a plan to support a return to school. Receiving remote education does not count as attendance; the appropriate absence code must still be entered. Engagement with the work will be monitored separately. See the Remote Learning Policy.

4.11 Reintegration and temporary part-time timetables

For pupils who have missed a significant period of school, returning can feel like starting somewhere new. We provide individualised support to help pupils reintegrate successfully and rebuild their confidence in attending school. Where needed, we may implement a phased return with:

- A clear proposed end date for the arrangement
- Regular review meetings with the pupil and family
- A progressive plan to build back to full-time attendance
- Agreement from parents/carers
- Support from relevant professionals where appropriate
- Clear recording that this constitutes a part-time timetable

A temporary part-time timetable will be used only in very exceptional circumstances, in the pupil's best interests, for the shortest necessary period. It will not be used to manage behaviour. The school and the parent the pupil normally lives with must agree the times and dates of attendance. Non-attendance sessions covered by the agreement will normally be recorded using code C2; registration remains at the usual times.

The pupil's social worker, where applicable, will be kept informed and involved. Where there is an EHCP, the school will discuss arrangements with the local authority so the support package can be reviewed promptly. Reviews may extend the proposed end date where justified by the pupil's needs.

4.12 Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the headteacher. At every review, the policy will be approved by the proprietor body.

This policy should be read with the Safeguarding and Child Protection Policy, Behaviour Policy, Supporting Pupils with Medical Conditions Policy and Remote Learning Policy.

4.13 Statutory returns to the local authority

Attendance returns: the school will provide the full names and addresses of registered pupils of compulsory school age who fail to attend regularly, excluding the educational attendance circumstances specified in regulation 13(7), or who have at least ten continuous school days of

absence recorded exclusively using one or more of G, N, O or U. Returns will be made at intervals agreed with the local authority, no less frequently than once per calendar month in line with DfE guidance. Earlier safeguarding referrals and support are not delayed by this threshold.

Sickness returns: where code I is recorded and there are reasonable grounds to believe a pupil of compulsory school age will be unable to attend because of sickness for at least 15 consecutive school days, or a total of at least 15 school days during the school year, the school will send the full name and address to the local authority as soon as possible. A further return is not required for the same continuous period of absence in that school year.

Admission returns: outside standard transition points, the school will notify the local authority within five days of adding a pupil to the admission register and provide the information required by regulation 13. Deletion returns will be made no later than the time of deletion, stating the lawful ground and required pupil and destination details where available. Standard-transition returns will also be provided where requested by the local authority under the regulations.

The school will work with the local authority through regular Targeting Support Meetings or agreed equivalent arrangements suited to its independent-school context. Register returns, CME referrals and safeguarding referrals serve different purposes and one does not replace another.

5. Legislation and guidance

This policy is informed by the following legislation and guidance, with provisions applied according to Heritage Academy's independent-school status:

- Education Act 1996, including sections 7, 19, 434 and 444
- Education and Inspections Act 2006, where applicable
- Children Act 1989, including section 36
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Independent School Standards) Regulations 2014
- Equality Act 2010
- DfE Working together to improve school attendance July 2026
- DfE Children missing education statutory guidance
- Keeping Children Safe in Education
- DfE Arranging education for children who cannot attend school because of health needs
- DfE Mental health issues affecting a pupil's attendance guidance for schools
- DfE Providing remote education guidance for schools

The attendance guidance is available at: <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Appendix 1 Attendance codes

The national codes below summarise the School Attendance (Pupil Registration) (England) Regulations 2024 and the July 2026 DfE guidance. Staff must apply each code's full conditions and consult the headteacher where uncertain.

Code	Definition	Scenario
I	Present (am)	Pupil is present at morning registration
I	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil attends an educational visit or trip arranged by or on behalf of the school and supervised by a member of school staff.
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered at another school	Pupil is scheduled to attend another school at which they are registered. Statistically not a possible attendance at this school.
Absent – leave of absence		
C1	Regulated performance or regulated employment abroad	Leave for a regulated performance or regulated employment abroad under the relevant licence or exemption; not ordinary employment approved by the school.
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave for a public examination	Agreed leave to study for a public examination, used sparingly; not for mock examinations.
X	Non-compulsory school age pupil not required to attend	Pupil below or over compulsory school age is not required to attend this session. Statistically not a possible attendance.
C2	Temporary part-time timetable	Agreed non-attendance session for a compulsory-school-age pupil on a temporary part-time timetable.

Code	Definition	Scenario
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or permanently excluded	Pupil remains on the admission register following disciplinary suspension or permanent exclusion, and no alternative provision has been made.
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Use only where the statutory access-arrangement conditions in regulation 10(12) or (13) apply; not a general code for transport difficulties.
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at school would be contrary to the qualifying public-health guidance or prohibited by qualifying law.
Y7	Other unavoidable cause	Pupil cannot attend because of another unavoidable cause not covered by another Y code. Record the nature of the cause.

Code	Definition	Scenario
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived at or after registration closed	Pupil arrives at or after closure, before the session ends, and no authorised absence code more appropriately explains the circumstances.
Administrative codes		
Z	Prospective pupil not on admission register	Administrative code used before the pupil is entered on the admission register. Do not use for an absent pupil from their agreed starting day.
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays