



Attendance Policy:



Approval date:	1 st October 2026
Approved by:	Local Advisory Board
Next review:	October 2027

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1. Introduction

For the purpose of this guidance, a parent means:

- all natural parents, whether they are married or not;
- any person who has parental responsibility for a child or young person; and,
- any person who has care of a child or young person (i.e. lives with and looks after the child).

Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.

This policy is easily accessible to leaders, staff, pupils, and parents, including being published on the school's website. Parents will be sent it with any initial information when pupils join the school and reminded of it at the beginning of each school year and when it is updated.

As the barriers to attendance evolve quickly, the policy will be reviewed and updated as necessary. In doing so, the School will seek the views of pupils and parents.

This policy is informed by guidance published by the Department for Education (DfE): 'Working together to improve school attendance' and 'Summary table of responsibilities for school attendance': <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

2. Policy and practice

All children should be in the classroom ready to learn by **8.45am** each day although children are entitled to enter the classroom from 8.40am, in order to make a calm start to the day. The register is taken twice a day. A day counts as 2 attendances.

Morning registration ends at 8:45 am. If a child arrives after the registration period he/she will be marked in as Late. After 9.15 am this will become an Unauthorised Absence. The afternoon register is taken at 12:45pm in all classrooms following lunch. A late mark will be recorded, should a child arrive after this time and an unauthorised absence mark will be recorded 30 minutes after the given afternoon start times above.

School closes at **3.15pm** each day. Parents/carers are expected to pick their children up promptly at the end of each school day. Any pupils remaining in school by 3:20pm, may be taken to our After School Provision until collected and parents/carers may be charged for this.

It is essential that children arriving and leaving school with a parent/guardian outside the normal hours are signed in or out from the office. The signing in/out register in the office is used in the case of fire as an appendix to class registers.

Registers are checked regularly by the office staff and the Headteacher to ensure they are kept accurately by teachers and to assess the reasons and incidence of any absences.

In order to report your child absent from school, please call the school office on 01274 582514 and select option 1 for pupil absence reporting. Please note, a member of office staff may call you back to discuss this, even if you have left a voicemail to share the reason for absence.

Baildon Glen Primary School will work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.

The law entitles every child of compulsory school age (age 5+) to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances, such as being too ill to attend.

This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 have higher rates of attendance over the key stage compared to those with the lowest attainment.

Miss Joanna Jackson, Headteacher, is responsible for the strategic overview of attendance across school. Should you wish to discuss any aspect of the strategic overview of attendance, feel free to make an appointment via email on; office@baildonglenacademy.co.uk or by phone on; **01274 582514**.

Miss Wendy Cooper, Attendance and Wellbeing Officer, is available to discuss day-to-day enquiries on attendance and works everyday until 1pm. Miss Cooper can also direct parents and carers to any support that they may require, to help with pupil attendance. She is contactable via email on; office@baildonglenacademy.co.uk or by phone on; **01274 582514**.

Roles and responsibilities for attendance

The Trust Board will:

- Recognise attendance as a strategic priority across Exceed Academies Trust and promote it through the Trust's ethos, policies and school improvement arrangements.
- Ensure that schools fulfil their statutory attendance duties and that appropriate assurance, support and challenge are in place.
- Review attendance, persistent absence and severe absence information across the Trust, including trends for identified pupil groups.
- Promote the sharing of effective attendance practice across Trust schools.

The Local Advisory Board will:

- Monitor the implementation and impact of this policy.
- Review attendance information regularly, including trends for individual pupils and identified cohorts, and support leaders to focus improvement activity where it is most needed.
- Seek assurance that statutory duties are fulfilled and that staff responsible for attendance receive appropriate training and resources.

The Headteacher, as the senior leader responsible for attendance, will:

- Provide a clear vision for attendance improvement, oversee attendance systems and data analysis, evaluate the impact of support and communicate expectations consistently to pupils, families, staff and governors.

The Attendance and Wellbeing Officer will:

- Coordinate day-to-day attendance processes, maintain contact with families, support the identification of barriers, contribute to attendance support plans and work with the senior leader, Bradford Council and other partners where additional support is required.

The School's day-to-day processes for managing attendance:

The School/Academy will take the attendance register at the start of each morning session of each school day and once during each afternoon session.

We have developed processes that meet the needs of the pupils. We:

- Proactively manage lateness and set out in this attendance policy. The length of time the register will be open, after which a pupil will be marked as absent: The register at Baildon Glen Primary School opens at 08:45am and closes at 09:15am.
- Expect parents to contact the school when their child is absent to explain the reason and put in place processes to contact parents on the first day of absence where a reason has not been provided. If absence continues without explanation, further contact will be made to ensure safeguarding, which may include conversations with the family and / or a visit to the home address.
- Expect parents to understand their responsibility to keep the school up to date with at least two emergency contact details as required by the Children Missing Education requirements and in line with the Keeping Children Safe in Education guidance.
- Identify any absences that are not explained for each session and contact parents to understand why and when the pupil will return.
- Regularly inform parents about their child's attendance and absence levels, based on the amount of time missed and the impact on the pupil's learning.
- Hold regular meetings with the parents of pupils who the School (and/or Local Authority) consider to be vulnerable or are persistently (below 90% attendance) or severely (below 50% attendance) absent to discuss attendance and engagement at school.

- Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Support pupils back into school following a lengthy or unavoidable period of absence and provide support to build confidence and bridge gaps.

Celebrating Good, or Better Attendance at Baildon Glen Primary School

Attendance recognition will be applied sensitively and fairly. The School will take account of pupils' individual circumstances and will not disadvantage pupils whose absence is connected with disability, medical needs, religious observance or other circumstances protected by law. Recognition may include improved attendance, engagement with support and overcoming barriers, rather than relying solely on perfect attendance.

Attendance above 98% is classed as *good* attendance.

Attendance below 90%, a child is classed as a *persistently absent*.

Attendance below 50%, a child is classed as a *severely absent*.

The School recognises strong and improved attendance, punctuality, engagement with support and pupils' efforts to overcome barriers. Recognition will take account of individual circumstances and will not rely solely on perfect attendance.

A pupil with *Excellent* Attendance is defined as one who;

- Attends school every day
- Is punctual for school
- Attends medical appointments outside school hours where possible

Good attendance is celebrated and encouraged at Baildon Glen Primary School by a variety of means. Including, but not limited to:

- A class attendance certificate for the class with the highest attendance in the week.
- Bronze, silver and gold awards for children who attend for a full term.
- Regular attendance incentives and challenges throughout the academic year, as shared on the school's social media accounts.
- Regular incentives for good attendance including Dojo Points, stickers and prizes draws.
- Class reward experience for the highest attending class each half term.

The school strategy for using data to target attendance improvement efforts to the pupils or pupil cohorts who need it most:

The School will treat all pupils and parents with dignity and staff will model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance. In communicating with parents, the School will discuss the link between attendance and attainment and wider wellbeing, and challenge parents' views where they have misconceptions about what 'good' attendance looks like.

Every effort should be made to arrange medical appointments outside school hours. If it is necessary for a child to be out of school for this reason, the child should be returned to school directly after the appointment.

The School has high expectations for every pupil's attendance and aims to secure the best possible attendance for each pupil. Any percentage bands used by the School to trigger monitoring or support are internal indicators and do not replace consideration of the pupil's individual circumstances.

A pupil is persistently absent where 10% or more of the pupil's possible school sessions are recorded as absence. This is equivalent to attendance below 90%.

A pupil is severely absent where 50% or more of the pupil's possible school sessions are recorded as absence. This is equivalent to attendance below 50%.

The following percentage bands are school monitoring indicators. The School's response will be informed by the pupil's attendance pattern, reasons for absence, individual circumstances and any identified barriers. Support may therefore begin before a pupil reaches a particular percentage threshold.

Attendance level	Indicative school response
96% and above	Universal monitoring and promotion of good attendance
90% to 95.99%	Attendance conversation and early support where required
80% to 89.99%	Persistent absence procedures, attendance support plan and regular review
50% to 79.99%	Intensified support and multi-agency involvement considered
Below 50%	Severe absence procedures and coordinated multi-agency involvement

The school strategy for reducing persistent and severe absence, including how access to wider support services will be provided to remove the barriers to attendance and when support will be formalised in conjunction with the local authority (Bradford Council).

We appreciate, there may be reasons for pupil absence that require specialist support from external agencies. Should you feel your child's absences fall into this category, please make an appointment to speak to Wendy Cooper, Attendance and Wellbeing Officer, so she can direct you to some appropriate support. Wendy Cooper is contactable via email on; office@baildonglenacademy.co.uk or by phone on; **01274 582514**.

In the first instance, the school will support pupils and parents by working together to address any in-school barriers to attendance.

National Framework for Penalty Notices

From 19 August 2024, the Department for Education introduced a National Framework for Penalty Notices to support greater consistency across local authorities. Before a penalty notice is issued, schools and local authorities will normally consider whether support and engagement with the family has been sufficient and whether a Notice to Improve should be offered where appropriate.

When a pupil reaches the national threshold of 10 sessions of unauthorised absence within a rolling period of 10 school weeks, the School must consider whether a penalty notice is appropriate in the individual case. A school week means any week in which there is at least one school session.

The 10 sessions may be consecutive or non-consecutive and may comprise any combination of unauthorised absence, including unauthorised late marks recorded after the register has closed. The rolling period may span different terms or academic years. Reaching the threshold does not mean that a penalty notice will be issued automatically. The School and Bradford Council will consider the individual circumstances, whether support is appropriate, and whether a penalty notice is the most appropriate action.

The first penalty notice issued to a parent in respect of a particular child will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.

A second penalty notice issued to the same parent in respect of the same child within a three-year rolling period beginning on the date the first notice was issued will be charged at £160 if paid within 28 days.

A third penalty notice cannot be issued to the same parent in respect of the same child within that three-year rolling period. Where the national threshold is met for a third or subsequent time, Bradford Council will consider alternative action, which may include prosecution or another attendance legal intervention.

The School will work with Bradford Council in accordance with the current Bradford Penalty Notice Code of Conduct and statutory guidance. In Bradford, the local authority administers and issues penalty notices. The School may submit a penalty-notice request to Bradford Council, which will determine the appropriate action in accordance with the Code of Conduct.

Notice to Improve

Where the national threshold has been met, support is appropriate, and offers of support have not worked or have not been engaged with, a Notice to Improve will usually be issued in accordance with Bradford Council's Code of Conduct.

A Notice to Improve may not be appropriate where support is not appropriate or where the authorised officer considers that it would be unlikely to change parental behaviour. Where issued, the Notice will specify an improvement period of between three and six weeks, the improvement required, the support available and the possible consequences if sufficient improvement is not secured.

If sufficient improvement is not secured, or if the conditions specified in the Notice are not met, a penalty notice or another legal intervention may be considered.

Wherever possible, support will be provided to identify and remove barriers to attendance before legal intervention is considered. Bradford Council will determine whether a penalty notice, prosecution or another legal intervention is appropriate.

The School will also comply with statutory requirements relating to attendance data, Children Missing Education and the sharing of information with the local authority and other relevant agencies where required.

Leave of absence for the purpose of a family holiday will not normally be authorised. Applications will be considered individually, and leave may be granted only where the Headteacher is satisfied that exceptional circumstances exist.

The school will consider each application individually considering the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, it is for the headteacher to determine the length of the time the pupil can be away from school. As headteachers should only grant leaves of absence in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

Where engagement in support is proving challenging, the school will hold more formal conversations with the parents (and pupil where they are old enough to understand). This is likely to be led by the senior leader responsible for attendance and may include the School's point of contact in the local authority School Attendance Support Team. These meetings will clearly explain the consequences of persistent and severe absence to the pupil and family and the potential need for legal intervention in future but will also be an opportunity to continue to listen to and understand the barriers to attendance and explain the help that is available to avoid those consequences.

Where absence is a concern, the School will engage with Bradford Council's School Attendance Support Team through the arrangements available locally, including Targeting Support Meetings where appropriate. These discussions will be used to review barriers, agree the support required, coordinate action and determine whether voluntary or formal intervention is needed.

Where a whole-family response is required, the School will contribute to Team Around the Family or equivalent multi-agency planning and review agreed actions with the pupil, parents and relevant partners.

Where a penalty notice is not appropriate, has not resulted in improvement, cannot be issued because the two-notice limit has been reached, or where the individual circumstances otherwise warrant it, Bradford Council may consider prosecution or another legal intervention in accordance with the current Bradford Penalty Notice Code of Conduct and statutory guidance.

Where barriers are outside of the school's control, all partners will work together to support pupils and parents to access any support they may need voluntarily. As a minimum, this should include meeting with pupils and parents at risk of persistent or severe absence to understand barriers to being in school and agreeing actions or interventions to address them. This may include referrals to services and organisations that can provide support.

These actions will be regularly discussed and reviewed together with pupils and families.

Where absence intensifies, so will the support provided, which will require the School to work in tandem with the local authority and other relevant partners:

- Intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).
- Where all other routes have failed or are not appropriate, Bradford Council may consider prosecution. Where a parent is convicted, Bradford Council may make the case to the court for a community order or parenting order where this is considered appropriate.

In all cases, the school will monitor the impact of any intervention(s) and make adjustments where necessary in discussion with the pupil, parents and any other partners involved as part of any whole family plan or team around the family. Where interventions are failing, all parties will work together to identify the reasons why and either adjust or change the approach.

Parents should provide the School promptly with full and accurate information about each absence and any evidence reasonably requested by the School. The School will use the information available

to determine the appropriate attendance code in accordance with the School Attendance Regulations and statutory guidance.

Where voluntary support has not secured improvement or has not been engaged with, the School and/or Bradford Council may consider an attendance contract. An attendance contract is a formal written agreement intended to support improved attendance. It will set out the actions expected of the parent, the support to be provided by the School and other services, the period covered by the agreement and the arrangements for review.

An attendance contract is not punitive or legally binding. It is intended to formalise support and should be explored where appropriate before an Education Supervision Order or prosecution is pursued.

Where voluntary support and an attendance contract have not secured improvement, Bradford Council may consider whether an Education Supervision Order would be appropriate. An Education Supervision Order provides formal legal intervention through the Family Court and should be considered as an alternative to prosecution where it may help secure the pupil's regular attendance.

Where legal action is being considered, decisions concerning prosecution rest with Bradford Council as the prosecuting authority. Parents will be informed of the relevant process and will have the opportunity to provide information to Bradford Council in accordance with that process.

A quick guide to attendance for parents	
<i>The law entitles every child of compulsory school age (age 5+) to an efficient, full-time education</i>	<i>Parents have a legal duty to ensure their child attends that school regularly</i>
<i>This is essential for pupils to get the most out of their school experience, including their attainment (learning), wellbeing, and wider life chances</i>	<i>The pupils with the highest attainment at the end of key stage 2 and key stage 4 have high rates of attendance</i>
The school day starts at 8:45am	The register closes at 9:15am
Breakfast Childcare is available from 7:30am The Universal Free Breakfast is available from 8:15am	School finishes at 3:15pm
Good attendance is celebrated and rewarded , including certificates, awards and badges to celebrate this.	Unauthorised absence impacts negatively on your child and may result in a Fixed Penalty Notice (per parent per child) or other interventions

If your child cannot attend school, please telephone 01274 582514 and press OPTION 1 by 8:30 am on the first day of absence and each subsequent day	The Senior Leader responsible for attendance is Miss Jackson – Headteacher
To report an absence, please contact Mrs Mandy Mackenzie or Miss Wendy Cooper by telephone: 01274 582514	To discuss your child's attendance, please contact Miss Wendy Cooper by telephone: 01274 582514
Persistent absence: Below 90% attendance – equal to one full day missed every two weeks	Severe absence: Below 50% attendance – equal to 2.5 full days missed every week
Your child's expected attendance is at least 98% .	
Term time holiday will not be authorised	

3. School ethos and culture

Good attendance is a learned behaviour, and as an effective school we recognise the importance of pupils/students developing good patterns of attendance from the outset. We recognise that it is not a discrete piece of work but rather it is an integral part of Baildon Glen's ethos and culture. In building a culture of good school attendance, we:

- Recognise the importance of good attendance and, alongside good behaviour, make it a central part of the school's vision, values, ethos, and day-to-day life.
- Recognise the interplay between attendance and wider school improvement efforts, building it into strategies on attainment, behaviour, bullying, special educational needs support, supporting pupils with medical conditions or disabilities, safeguarding, wellbeing, and support for disadvantaged students (including use of pupil premium).
- Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school. Responsibilities should include offering a clear vision for attendance improvement, evaluating and monitoring expectations and processes, oversight of data analysis, and communicating messages to pupils and parents.
- Make sure all teaching and non-teaching staff know the importance of good attendance, are consistent in their communication with pupils and parents, and receive the training and professional development they need.
- Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. Where possible this should include attendance or pastoral support staff (either school based or contracted) who can work with families, conduct home visits and work in partnership with school leaders, the Local Authority's School Attendance Support Team and other partners.
- Set high expectations for the attendance and punctuality of all pupils and communicate these regularly to pupils and parents through all available channels. In doing so, schools should help parents to understand what is expected of them and why attendance is

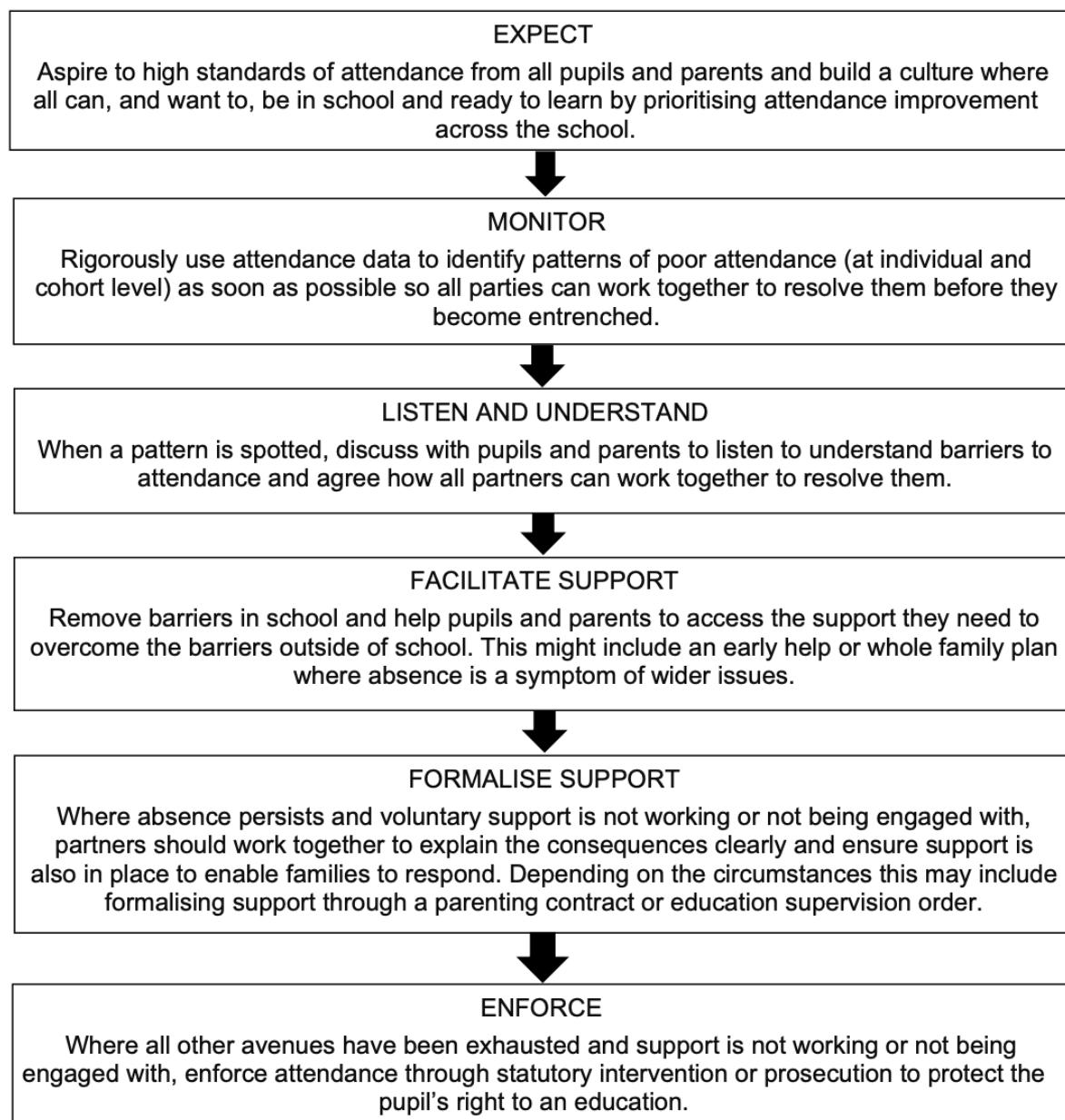
important to their child's attainment, wellbeing, and wider development. It should also include clarity on the short and long-term consequences of poor attendance.

- Visibly demonstrate the benefits of good attendance throughout school life. This may include in displays, assemblies or in registration periods. Where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class/form and individual level.
- Recognise that attendance is never 'solved' and is a continuous process by regularly reviewing and updating messages, processes, and strategies.
- Recognise children missing education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation.
- Are mindful of pupil absence from school due to mental or physical ill health or their special educational need and/or disability, and provide them with additional support.
- Recognise many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, examinations and variable moods. But, we expect these pupils to attend school regularly.

In addition, we:

- Have a clear school attendance policy which all staff, pupils and parents understand.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- Build strong relationships with families, listen to, and understand barriers to attendance and work with families to remove them.
- Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

We will work with partners to:



Some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils will be the same as they are for any other pupil. That said, in working with their parents to improve attendance, the school will be mindful of the barriers these pupils face and put additional support in place where necessary to help them access their full-time education.

Children with a social worker and young carers

The School recognises that children with a social worker, including children in need and children subject to child protection plans, may experience additional barriers to attendance. Attendance for these pupils will be monitored closely. The School will share relevant attendance information and work with the pupil, family, social worker, Virtual School Head where applicable, and other professionals to identify barriers, coordinate support and respond promptly where absence increases.

The School also recognises that young carers may experience barriers linked to their caring responsibilities. Staff will seek to identify young carers sensitively, listen to the pupil and family,

consider reasonable support within school and work with relevant services so that caring responsibilities do not unnecessarily restrict access to full-time education.

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable will not be used to manage a pupil's behaviour. A part-time timetable will only be in place for the shortest time necessary and not be treated as a long-term solution. Any pastoral support programme or other agreement will have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision.

Emotionally Based School Avoidance (EBSA)

Supporting Pupils Experiencing EBSA

Baildon Glen Primary School recognises that some pupils may experience difficulties attending school due to anxiety, emotional distress, or other wellbeing-related factors. This is commonly referred to as **Emotionally Based School Avoidance (EBSA)**.

EBSA is not a medical diagnosis and should not be viewed as deliberate non-attendance or defiance. It is a term used to describe situations where a child experiences significant emotional barriers to attendance, which may affect their ability to attend school regularly, attend specific lessons, remain in class, or engage fully in school life. The school recognises that attendance difficulties linked to anxiety or emotional wellbeing require a compassionate, supportive and graduated response.

The school is committed to identifying concerns at the earliest opportunity and working collaboratively with pupils, parents/carers and external agencies to prevent attendance difficulties from becoming entrenched. Consistent with guidance from Bradford Educational Psychology Service, early intervention is key to preventing long-term barriers to attendance.

Identifying EBSA

Indicators that a pupil may be experiencing EBSA can include:

- Frequent complaints of illness, such as headaches, stomach aches or nausea, particularly on school days.
- Increased anxiety or distress before school.
- Regular lateness or reluctance to enter the school building.
- Avoidance of particular lessons, activities, spaces or adults.
- Reduced engagement in learning.
- Changes in behaviour, presentation or social interaction.
- Increasing patterns of absence where emotional wellbeing is identified as a contributing factor.

The School's Response

Where concerns regarding EBSA are identified, the school will adopt a graduated and child-centred approach, which may include:

- Listening to the pupil and family to understand the underlying barriers to attendance.
- Assessing attendance patterns and identifying potential triggers.

- Making reasonable adjustments where appropriate.
- Developing an individual Attendance Support Plan.
- Implementing a phased or supported reintegration plan where necessary.
- Working closely with the school's SEND, safeguarding and pastoral teams.
- Seeking advice and support from external agencies, including the Local Authority and Educational Psychology Service where appropriate.
- Regularly reviewing progress with the pupil and their family.

Whilst the school recognises the genuine distress experienced by some pupils, maintaining engagement with education remains the long-term aim. Support strategies will therefore focus on helping pupils gradually overcome barriers and achieve a sustainable return to full-time education wherever possible.

Partnership with Families

The school acknowledges that supporting a child experiencing EBSA can be challenging for families. Parents and carers are encouraged to discuss concerns with the school at the earliest opportunity so that support can be explored before attendance difficulties escalate.

The school will work in partnership with families, recognising that successful outcomes are most likely when school staff, parents/carers and external professionals work together to understand the child's experiences and implement agreed strategies.

Bradford Council EBSA Toolkit

The school's approach is informed by the Bradford Council Emotionally Based School Avoidance (EBSA) Toolkit and guidance from the Bradford Educational Psychology Service. Staff will utilise the principles and resources within the toolkit to support assessment, planning, intervention and reintegration for pupils experiencing emotionally based attendance difficulties. Families may also be signposted to relevant support, advice and consultation opportunities available through Bradford Council services where appropriate.

4. Safeguarding

The School recognises that children may be at risk of harm if they do not attend school regularly. Safeguarding children is everyone's responsibility. The Attendance Policy has a direct link to the Child Protection policy; the Behaviour policy; Anti-Bullying strategies and the Health and Safety Policy.

The School has also adopted the Local Authority Policies on Children Missing Education and Elective Home Education. The School also follows Local Authority guidance in relation to coding absence for families who travel as part of their culture. All these policies have been endorsed by the School's Local Advisory Board, which support the School in all attempts to improve the attendance and safeguarding agenda.

Development and implementation of this policy will be considered under School obligations from the Equality Act 2010 and the UN Convention on the Rights of the Child.

5. Data

We use attendance data to:

- Monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families. As part of this analysis, the School will routinely consider whole-school attendance and patterns for individual pupils and relevant cohorts, including:
 - Disadvantaged pupils and pupils eligible for free school meals, including FSM6 where this information is used.
 - Pupils with special educational needs and/or disabilities.
 - Children with a social worker, including children in need and children subject to child protection plans.
 - Young carers and other pupils known to face additional family or caring responsibilities.
 - Pupils with English as an additional language, where analysis indicates a relevant attendance pattern.
 - Pupils who are currently, or have previously been, persistently or severely absent.
 - Pupils whose absence is associated with physical ill health, mental health, emotional wellbeing or EBSA.
 - Year groups and other school-defined cohorts where data indicates that targeted support may be required.
- Send weekly attendance reports to parents/carers using the school communication systems.
- Use this analysis to provide regular attendance reports to class teachers to facilitate discussions with pupils and to parents.
- Identify the pupils who need support and focus staff efforts on developing targeted actions.
- Conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends.
- Benchmark our attendance data (at whole school, year group and cohort level) against local, regional, and national levels to identify areas of focus for improvement.
- Devise specific strategies to address areas of poor attendance identified through data.
- Monitor in the data the impact of school wide attendance efforts, including any specific strategies implemented.
- Provide data and reports to support the work of the Local Advisory Board and Trustees.

6. Other points to note

Whilst every pupil has a right to a full-time education and high attendance expectations should be set for all pupils, the attendance policy accounts for the specific needs of certain pupils and pupil cohorts. The policy will be applied fairly and consistently but considers the individual needs of pupils and their families who have specific barriers to attendance. In development and implementation of the policy, the School/Academy considered our obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

The roles of the Trust Board and the Local Authority are outlined in guidance from the Department for Education - *Working together to improve school attendance* - available here: <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

7. Further information

Guidance for parents on school attendance (Department for Education)

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2022/12/aaa-guide-for-parents-on-school-attendance.pdf>

Resources for families (Children's Commissioner)

<https://www.childrenscommissioner.gov.uk/back-into-school/resources-for-families/>

Attendance (Bradford Council)

<https://www.bradford.gov.uk/education-and-skills/school-support-services/attendance/>

Working together to improve school attendance (Department for Education)

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Pupil attendance in school data (Department for Education)

<https://explore-education-statistics.service.gov.uk/find-statistics/pupil-attendance-in-schools>

Improving attendance: good practice for schools and trusts (Department for Education)

<https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts>