



Attendance Policy (Ref 14 MPTATT)



Mosaic Partnership Trust

Attendance Policy (Ref 14 MPTATT)

Version 1.5

Policy Approval	Policy Approved	Date of Review
Quality of Education	September 2026	September 2027



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History of most recent Policy changes

Version	Date	Page	Change	Origin of Change
V1.0	16/06/2024	Whole Document	Adoption by the Mosaic Partnership Trust and Implementation	New Academy Trust requirement of an Attendance Policy and in light of Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)
V1.1	13/09/2024	Point 6.7	Includes the thresholds for penalty notices.	Point of additional clarification.
V1.2	10/02/2025	Point 1.7-1.9 and 5.1	Additional information included in relation to those not at Statutory School Age and clarity on the length of registration (5 minutes)	Attendance working group discussions to further improve the level of clarity in the policy.
V1.3	13/05/2025	Point 1.2, 2.1, 2.2, 3.2, 4.3, 4.4, 5.1, 5.5, 5.10, 6.3, 7.2, 7.3, 10.1, 10.3, 11.1, 11.2, 11.3	Additional clarity and changes in roles and responsibilities, actions to take in relation to safeguarding in reference to severe absence and information on coding in the context of children attending part-time.	Reflections with the Attendance working group to add further clarity and to address areas points around CME and coding.
V1.4	06/11/2025	Point 6.3	Additional clarity addressing points in relation to exceptional circumstances and retrospective absence.	Request for clarity in relation to absence requests that include exceptional circumstances that fall outside the notice period. Further emphasis from the Statutory guidance on the use of Code G and retrospective leave of absence.
V1.5	24/8/2026	2.2, 5.5, 10.7, 12-1 - 12.7, Appendix 1	Additional information around the role of the Senior Attendance Champion; Addition of the NTI process; strengthening section on individual needs. Addition of school specific information	Working together to improve attendance 2026 requirements



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1.0 Introduction

1.1. In July 2026 the DfE updated the statutory guidance “Working together to improve school attendance: Guidance for maintained schools, academies, independent schools and local authorities”.

1.2 The guidance is clear that improving attendance is everybody’s business. As a Trust we aim for high-levels of attendance from all our pupils but specifically aim high in the context of those that are disadvantaged and those with protected characteristics.

1.3 Mosaic Partnership Trust supports the principles, practice and procedures outlined in the DfE school statutory attendance document. We believe pupils can only take full advantage of their education by regular and punctual attendance at school to ensure continuity of learning.

1.4 The Education Welfare Service, for the Local Authority (LA), has the responsibility to implement the statutory duties in relation to school attendance. The document acknowledges that the LA, Trust and school must apply their powers and procedures fairly and consistently. Our schools are located in Wiltshire and South Gloucestershire and this policy applies to all our schools in both LAs.

1.5 All schools throughout the Mosaic Partnership Trust understand that regular school attendance is the key to enabling children and young people to maximise the educational opportunities available to them and become emotionally resilient, confident adults who are able to realise their full potential and make a positive contribution to their community. School is the foundation for preparing children and young people for life as adults. We are committed to providing an education of the highest quality for all our children and endeavour to provide an environment where all pupils feel safe, valued and welcomed.

1.6 For our children to gain the greatest benefit from their education it is vital that they attend school regularly and punctually. Parents, carers and the school community share the responsibility for supporting and promoting excellent school attendance and punctuality for all.

1.7 We know that regular attendance can support both the child and the family from the time they start in school. Therefore, the processes and procedures as outlined in the policy such as support meetings and monitoring will take place for children under the age of five whilst recognising the legal context.

1.8 This policy represents our commitment to support pupils to achieve high levels of attendance. It sets out the principles, procedures and practice the school will undertake. Strategies to improve attendance are in place as are clear sanctions and possible legal consequences of poor attendance and punctuality.

1.9 This policy will be reviewed, amended as necessary and published annually in accordance with current legislation and guidance.

2.0 Purpose and Scope

2.1 We believe that the foundation for good attendance is based on a strong partnership between school, parents/carers and the child. This includes clear and regular communication with parents/carers and pupils regarding our expectations of what is required to secure excellent attendance for pupils at our school and working in partnership to understand barriers to improved attendance.

2.2 All schools within the Mosaic Partnership Trust will:



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- Identify a Senior Attendance Champion who will be part of the school leadership team. The Senior Attendance Champion will lead attendance strategy within the school, coordinate attendance improvement activity, oversee intervention for persistent absence and act as the key link with Trust attendance monitoring processes. The name and contact details of the Senior Attendance Champion are published on the school website and in attendance communications including Appendix One of this policy.
- Analyse attendance data fortnightly for all children, those with SEND, those that are disadvantaged and those who have English as an Additional Language. Where data is of statistical significance in terms of numbers, further detail may be provided on demographics, ethnicity and/or year groups.
- Share data and review the impact of strategies to improve attendance with the Area Improvement Lead during termly attendance review meetings.
- Schools will promote attendance through assemblies, newsletters, recognition of improved attendance, celebration of strong attendance, positive communication with families and other approaches appropriate to their context.
- Provide regular information to parents and carers about attendance through regular communications through their newsletters and website,
- Share attendance information at parent consultation meetings and in the annual report. Parent consultations must discuss any absence where this may be affecting the attainment, progress, independence, resilience and welfare of the child and equally celebrate where high-levels of attendance are contributing to these areas effectively.
- Work with families and children to achieve maximum attendance
- Work closely as a Trust to ensure we are all doing everything we can to improve attendance across the Trust.

All schools within the Mosaic Partnership Trust expect:

- Pupils to arrive at school every day on time and ready to learn
- Parents/carers to work with the school to ensure that their child attends regularly.
- Parents and carers should use the school-specific contact information contained in Appendix One when reporting absence, seeking attendance advice, or requesting additional attendance support.

3.0 The legal framework – roles and responsibilities

3.1 Under section 7 of the Education Act 1996, parents must ensure their children are educated. For most parents/carers this means registering their child at a school and ensuring their regular attendance. Failure to do so can result in the issue of a Penalty Notice or being prosecuted.

3.2 By law schools are required:

- To take an attendance register twice a day: at the start of the morning session and once during the afternoon.
- To report to the LA pupils who fail to attend regularly or who are absent for ten consecutive school days or more without a known reason



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- By law the attendance register must show for every session, whether a pupil is present, absent, attending an approved educational activity or unable to attend due to exceptional circumstances.
- Take account of the DfE Statutory Guidance point 289 which states that schools must have a policy on how long registers should be kept open; best practice is that this should be for a reasonable length of time but not that registers are to be kept open for the whole session.
- To communicate on terms for absence. Authorised absence is where the school has given approval in advance for a pupil of compulsory school age to be away or has accepted an explanation offered afterwards as a satisfactory justification for the absence (e.g. sickness). All other absences are unauthorised.
- As a Trust we do refer to the guidance contained in their relevant LA Attendance policies and processes and are clear with our schools on the responsibility of the Education Welfare Service in discharging the statutory duties of the Local Authority in respect of non-attendance at school.
- The law says that ensuring a child receives education is a parent/carer's legal responsibility Section 444 of the 1996 Education Act. For most parents/carers this means registering their child at a school. Permitting absence from school that is not authorised by the school therefore creates an offence in law and parents/carers who do not secure their child's regular attendance at school may be issued with a Penalty Notice, an Education Supervision Order or referred to the LA for prosecution in the magistrates' court.
- To avoid this happening, we will work with parents and carers to address irregular or poor attendance with early intervention to ensure full-time attendance at the earliest opportunity.
- Authorised absences are those that have been agreed by the headteacher.
- Unauthorised absences are those where no valid reason has been provided for absence or those absences which the headteacher has not agreed.

4.0 Responsibilities and accountabilities

4.1 "Better attendance at school by pupils improves their educational achievements and, in turn, their lives and prospects. Even a small reduction in absence would result in many pupils receiving greater benefit from their education." The National Audit Office.

4.2 Attendance at all schools within the Mosaic Partnership Trust is the business of everyone in our school community. The central trust team, Trustees, Local Governance Committee and all staff are committed to supporting all pupils to achieve excellent attendance, regularly reviewing trust and school procedures and strategies to support this.

4.3 The CEO from the central team reviews attendance across the Trust on a termly (6 times per year) basis with the Director of Education, Area Improvement Lead and Strategic Lead for Inclusion and SEND with a particular focus on those that are disadvantaged and/or are with SEND alongside any children that are severely or persistently absent. At school level we expect the same level of scrutiny, with Heads and/or a Senior Leader analysing data with their teams on a fortnightly basis, again with a focus on those that are disadvantaged and/or who have SEND alongside any children that are severely or persistently absent.

4.4 All Mosaic Partnership Schools should have Targeted Support Meetings (TSMs) with the respective Local Authorities when this is offered. The CEO or a central team officer may attend these, particularly where attendance is highlighted as a concern for a particular



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school. These should take place three times a year and we expect all Mosaic Partnership Schools to attend and actively participate when this is offered.

4.4 We expect that parents and carers will work with us if school absence becomes a concern.

Parents and carers are responsible for promoting positive attendance by:

- Ensuring children arrive at school on time, before registers close, appropriately dressed and in a 'condition to learn' (ie not too tired or too hungry) and with the right equipment for the day. Where this is not the case this should be raised sensitively by the staff and the child will need to be provided with the necessary equipment so that they are in a condition to learn and be fully included
- Working in partnership with us to help their child(ren) gain an appreciation of the importance of attending school regularly
- Working in partnership with us to take an active interest in their child's education
- Working in partnership with us and other agencies (as appropriate) to resolve problems relating to non-attendance or which may have a negative impact on their child's attendance

The Trustees are responsible for:

- Ensuring that this policy is implemented and applied via delegated responsibility to the CEO.
- Monitoring attendance through the Quality of Education Committee Reports, asking questions around overall Trust performance or school specific attendance data with a focus on disadvantaged, SEND pupils, persistent and severe absence.
- Reviewing and approving this policy.

The Local Governance Committee are responsible for:

- Ensuring the Headteacher or Head of School puts measures in place to address pupil attendance in their school.
- Monitoring attendance through the relevant Headteacher reports or commentary and asking questions around attendance data with a focus on disadvantaged, SEND pupils, persistent and severe absence.

The CEO, Director of Education and Area Improvement Leader are responsible for:

- Ensuring this policy is communicated, implemented and applied fairly and consistently in all of the Trust's schools.
- Monitoring attendance (CEO, Director of Education, Area Improvement Leader and Strategic Lead for SEND and Inclusion) at a Trust level on a termly basis through Arbor.
- Discussing attendance in regular school visits and prioritising individual schools where attendance is a concern.
- Focusing within the analysis on those pupils that are disadvantaged and/or with SEND alongside those that are either severely or persistently absent.

The Head (refers to Headteacher and Head of School) is responsible for:

- The implementation of the policy in his/her school alongside the Executive Headteacher where appropriate.
- Ensuring **ALL** staff are aware of this policy and its contents.



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- Where they are accountable to an Executive Head that they are able to comment specifically on the strengths and concerns in the context of attendance.

All staff members are responsible for:

- Being aware of this policy and its content and raising any concerns about a pupil's attendance with the DSL or Head or senior leader at the earliest point.
- Working practically, robustly and sensitively with parents/carers on the ground to encourage high-levels of attendance.
- Liaising with colleagues at school level (SENCO) and at Trust Level (Strategic Lead for SEND and Inclusion) where SEND is factor in the child's absence.
- All relevant staff are expected to read and sign to say they have read the policy on an annual basis.

5. Procedures

5.1 Our schools will communicate with parents/carers the time the register is taken in the morning and afternoon. This will be communicated at least annually with reminders sent (as and when appropriate) through newsletters. Registration is formally **assigned 5 minutes** after that the **registers will remain open for a further 10 minutes** in the morning session and **5 minutes in the afternoon session**.

5.2 Pupils must not be recorded as present if they are not in school during registration. If a pupil were to leave the school premises after registration, they will still be counted as attending for statistical purposes.

5.3 If the pupil is absent when the register started being taken but arrives before the register is closed then the code L is used. Schools should actively discourage late arrival and be alert to patterns of late arrival. If a pupil is marked N but arrives later in the session after the register has closed, the attendance register must be amended to mark them as absent using code U or another absence code that is more appropriate.

5.4 Absence should always be recorded as unauthorised until a satisfactory reason is provided. If the reason given is not satisfactory and/or evidence of the reason cannot be provided, the absence will be coded as unauthorised absent. Ongoing and repeated lateness after the close of registration is considered as unauthorised absence and may be taken into account if any legal action is taken.

5.5 As a Trust at school level we will contact parents to address and improve attendance where:

- a) A pupil's attendance falls below 95% (Within any one term – on-going)
Communication (letter or conversation) with parent by class teacher, family support worker, Senior Attendance Champion or Headteacher if appropriate. If it is known that the child has had specific illness, then the letter/conversation may not be appropriate. For common illnesses the following poster from the UKHSA provides details of the time that a child time should be off school for a specific illness/condition:
https://assets.publishing.service.gov.uk/media/626669cb8fa8f523b7221b98/UKHSA-should-I-keep-my_child_off_school_guidance-A3-poster.pdf
- b) No improvement is made from point a) above
- c) A pupil has more than 3 broken weeks where they haven't achieved full attendance in a term.



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- d) A pupil has more than 4 recorded lates in a term (L Code and U Code). Persistent lateness could trigger a Penalty Notice.
- e) A pupil has a regular pattern of absence in particular on specific days e.g. Friday

5.6 Parents are asked to:

- Notify the school when their child is unable to attend, with a reason, on the first and subsequent days of absence. Parents should make contact with school before the start of the school day. *(Each school within the Trust needs to make it clear to their parent/carer community how they would like to receive information about absence whether through a phone message or email. Parents/carers should be regularly reminded about the process through newsletters and Heads are obliged to inform the Trust of their given approach).*
- Please keep the school informed, in cases of ongoing absence whether through telephone, email or face-to-face communication. The decision whether or not to authorise an absence will always remain with the school.
- Arrange non-urgent medical or dental appointments outside of school hours if at all possible. If an appointment is essential within school time then parents/carers are required to provide medical evidence (letter/text) to be an authorised absence.
- Tell the school if their child is going to be late, the reason why and expected time of arrival.
- Only request leave of absence in term time if it is for an exceptional circumstance. The process for requesting leave of absence is explained further in this policy. The following are examples of unauthorised absence - Birthdays, minding other younger children in the family, day trips, early leave for a holiday/visit and holidays.

5.7 We will contact parent/carers if a child is absent and the parent/carer has not advised that the child will not be in school. Parents can expect contact on every occasion of an un-notified absence. The attendance manager or nominated member of staff will initially phone parents within an hour of registers closing. If we cannot speak directly with parents/carers then we will make contact with nominated emergency contacts to establish the reason for absence; this is in line with school safeguarding procedures. If we are still unable to make contact and the **child is 'Vulnerable' from a safeguarding position (Child Protection Plan/Child in Need) a risk assessment will be undertaken, and if deemed safe two members of staff will be sent to follow up on the absence on the day and/or the social worker will be informed. If at that point no contact has been made, a police welfare check may be undertaken, and Children's Social Services/Child's social worker will be informed if this has not already been done.**

5.8 If, after 3 working days of absence, in the context of a non-vulnerable child, where the child has not been seen and no contact has been made with the school, a home visit will be made by school staff (with risk assessment undertaken if appropriate) or a police welfare check, to ascertain the safety and well-being of the child and to establish the reason for absence from school.

5.9 After 10 days of unexplained absence and no contact with the school, we are obliged to notify the local authority. The local authority will follow their procedures for Children Missing from Education (CME) and parents may expect contact and visits from an Education Welfare Officer to ascertain the well-being and safety of the child.

5.10 In circumstances where there is an on-going absence with reasons from the parent/carer provided on an on-going basis (e.g. health/Emotionally Based School Avoidance) **it is still incumbent on the school to have regular sight of the child** from a



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Safeguarding perspective whether through a member of staff visiting the home or an Education Welfare Officer visiting the home for subscribing schools. Sight of the child should take place from an educational professional from the school or a commissioned service **once per week** and should be recorded in CPOMs under the Attendance category. This could take place online with a preference face to face if at all possible.

6.0 Requesting Leave of Absence in Exceptional Circumstances

6.1 a. In accordance with Department for Education Statutory guidance, leave of absence from school may only be authorised in exceptional circumstances.

6.2 Parents are required to complete a leave of absence request form which must outline the exceptional circumstances for which the leave has been requested.

6.3 Leave of absence request forms should be completed at least one calendar month in advance of the dates requested unless the exceptional circumstance arises within the calendar month timeframe. In these circumstances, this will need to be a circumstance that is beyond the control of the parent/carer and could not have been foreseen. In line with Working Together to Improve School Attendance on the use of Code G, a school cannot grant a leave of absence retrospectively. If the parent did not apply in advance, leave of absence should not be granted.

6.4 Requests will be considered by the Headteacher or Head of School and parents/carers will be advised if their request is agreed.

6.5 Any pupil who has taken a term time holiday will be required to provide medical evidence if they are ill in the period directly before or after the dates advised to school. Schools will also make contact with the parents/carers and if anything arises suspicion (e.g. international dialling codes which indicate the child is abroad) then this may lead to sessions being classified as unauthorised automatically.

6.6 Parents/carers will be asked to provide evidence if a pupil does not return to school on the agreed date following a holiday as a result of delayed or cancelled flights or other travel arrangements. This could be through screenshots of a flight delay from the carrier or an email.

6.7 Where an extended unauthorised leave of absence is taken, it is likely parents will be issued with a penalty notice from the Local Authority. Schools should not have a blanket position of issuing or not issuing penalty notices and should make judgements on each individual case to ensure fairness and consistency. The threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term). A penalty notice is an out of court settlement which is intended to change behaviour without the need for criminal prosecution. From the Autumn Term 2024, only 2 penalty notices can be issued to the same parent in respect of the same child within a 3-year rolling period and any second notice within that period is charged at a higher rate:



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- The first penalty notice issued to a parent in respect of a particular pupil 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 pupil is charged at a flat rate of £160 if paid within 28 days.
- A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include considering prosecution but may include other tools such as one of the other attendance legal interventions as outlined in the guidance:
https://assets.publishing.service.gov.uk/media/6a4f9ec6a6586e258d371bd0/Working_together_to_improve_school_attendance_2026.pdf

7.0 Collecting children from school

7.1 We ask that all parents/carers ensure that they are able to collect their children from school on time. If parents are unable to collect their child as usual then they will need to communicate the alternative arrangements they have made with the school. We will not release children in these circumstances to anyone who we have not been advised of.

7.2 If a child remains uncollected from school, the protocol is that the school office will call parents/carers and then the child's emergency contacts, and the child will be taken to an After School Club or will require supervision **either of which parents/carers will be charged**. Schools will have their own methods for charging that should be set out to parents/carers through local communication.

7.3 If a child is still not collected after an hour with no communication from the parent, the Safeguarding leads/Headteachers are informed, at this point Children's Services will be contacted.

8.0 Consequences of Persistent and Severe Absence

8.1 We will always work with you to address any attendance concerns. If we have been unable to resolve the issue, then we may have to refer parents to the Local Authority. The Education Welfare Service has a range of actions available which include:

- The issuing of Penalty Notices: A penalty notice is an out of court settlement which is intended to change behaviour without the need for criminal prosecution. If repeated penalty notices are being issued and they are not working to change behaviour they are unlikely to be most appropriate tool and therefore other action will need to be considered. From the Autumn Term 2024, only 2 penalty notices can be issued to the same parent in respect of the same child within a 3-year rolling period and any second notice within that period is charged at a higher rate. The first penalty notice issued to a parent in respect of a particular pupil 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 pupil is charged at a flat rate of £160 if paid within 28 days. A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of issue of the first. In a case where the national threshold is met for a third time (or subsequent times) within those 3 years, alternative action will be taken instead. This will often include considering prosecution but may include other tools such as one of the other



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attendance legal interventions. Once 3 years has elapsed since the first penalty notice was issued a further penalty notice can be issued.

- Where a voluntary early help plan, or formal attendance contract has not been successful, an Education Supervision Order (ESO) can be a useful alternative to provide formal legal intervention without criminal prosecution. In deciding whether to progress to an ESO, the school and local authority should have exhausted voluntary support and be clear that making the order would be beneficial for the pupil and parent. Where safeguarding concerns exist, the lead practitioner should also discuss with the school's designated safeguarding lead and children's social care services and agree an ESO would be a more suitable option than a s.17 (Children in Need) or s.47 (Child Protection) plan. In all cases, local authorities must fully consider using an ESO before moving forward to prosecution. ESOs are made through the Family or High Court, rather than Magistrates Court. They give the local authority a formal role in advising, helping and directing the pupil and parent(s) to ensure the pupil receives an efficient, full-time, suitable education. For the duration of the ESO, the parent's duties to secure the child's education and regular attendance are superseded by a duty to comply with any directions given by the local authority under the ESO. The order initially lasts for one year, but extensions can be secured within the last 3 months for a period of up to 3 years at a time.
- The Local Authority may also initiate court action under Section 444 of the Education Act 1996, which could lead to fines of up to £2,500, imposition of orders such as Parenting Orders or even imprisonment.
- In some cases, action may be taken under the Children Act 1989 to protect the welfare and development of the child.

9.0 Emotionally Based School Non-Attendance (EBSNA)

9.1 Emotionally Based School Non-Attendance (EBSNA) is a term used to describe the difficulty children and young people experience in attending school due to emotional reasons, such as stress, anxiety and/ or feeling overwhelmed. This can result in prolonged periods of absence from school. The term EBSNA is also known as EBSA (Emotionally Based School Avoidance). The following is taken from the South Gloucestershire EBSA toolkit guidance which is an important reference point for all Mosaic Partnership Trust schools. EBSNA/EBSA are 'broad umbrella terms used to describe a group of children and young people who have severe difficulty attending school due to emotional factors, often resulting in prolonged absences from school' (West Sussex EPS 2018). Terminology varies in the literature, and it is recognised that there are tensions over the most suitable terminology. South Glos. decided to use the term EBSA in preference to other terminology, e.g., 'School Phobia', 'School Refusal' and 'Emotionally Based School Avoidance' as this seems to be the most commonly used term. However, we recognise that often 'avoidance' is an emotional response to an aversive situation rather than a conscious choice.

9.2 In order to enable children and young people to flourish and to prevent issues such as EBSNA/EBSA it is vital that schools have a broader whole school approach to emotional wellbeing and mental health. The eight principles of a whole school approach are key areas where schools can take action to embed a whole school approach to promoting emotional health and wellbeing. These actions are informed by evidence and practitioner's feedback about what works. They build on what many schools and colleges are doing already but if applied consistently and comprehensively will help protect and promote student emotional health and wellbeing. (See the South Glos. EP toolkit)



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9.3 As a Trust we ask that all our schools familiarise themselves with the South Glos. EBSA School Guidance in the context of their work around attendance and school avoidance.

9.4 There isn't a separate attendance code for EBSA, so it would be a code I, the relevant section from the [statutory guidance](#) is: Code I: Illness (not medical or dental appointment). The pupil is unable to attend due to illness (both physical and mental health related). If the child is on a reduced timetable as part of the support in place, then the sessions that they are not expected to attend, would be coded C2.

10.0 Monitoring Arrangements and Strategies for improving and Maintaining Good Attendance

10.1 The Trust Executive team will monitor the headline data for attendance on a termly basis, including the attendance of vulnerable groups (disadvantaged/SEND) alongside scrutiny of persistent and severe absence. The Director of Education and/or Area Improvement Leader will follow up any patterns of concern with individual schools by exception. Each Headteacher/Head of School will monitor the headline data for attendance on a fortnightly basis, including the attendance of vulnerable groups (disadvantaged/SEND) alongside scrutiny of persistent and severe absence. Headteachers/Heads of School need to monitor attendance fortnightly and follow up any patterns or individual cases with class teachers, the school administrators and/or those with a pastoral role in the school with a focus on vulnerable groups.

10.2 Targeted Support Meetings (TSMs) with respective Local Authorities should take place on a termly basis where these are offered, with schools obliged to inform the Trust CEO of when these are taking place. These meetings will include monitoring of registers to analyse overall absence for each pupil and identify pupils with low attendance, a pattern of absences that may lead to Persistent Absence (PA), Severe Absence (SA) patterns and levels of broken weeks, lateness, authorised absence and unauthorised absence and reasons for absence.

10.3 A pupil is classed as a persistent absentee (PA) when they miss 10% or more schooling across the school year and as a severe absentee (SA) if they miss more than 50% of schooling for whatever reason, whether it be authorised or unauthorised, or a mixture of both. Absence at this level is doing considerable damage to a child's educational prospects and we need parents' full support and encouragement to tackle it and schools will need to have a strategy in place and to have liaised with the Education Welfare Service in each respective Local Authority and schools should refer to 5.10 to ensure there is regular sight of the child.

10.4 PA and SA pupils are tracked and monitored carefully through our pastoral system, and we combine this with tracking academic progress to assess the effect on the pupil's attainment. Absence for whatever reason disadvantages a pupil by creating gaps in his or her learning.

10.5 The nominated Senior Attendance Champion will be responsible for putting in place actions for each pupil of concern. Initially we will try to resolve the problem with parents/carers, and this may involve requesting medical evidence in order for the school to authorise any further absence due to ill health and/or an attendance meeting with the Senior Attendance Champion.

10.6 We may ask parents to agree to an Attendance Contract which details how we will work together to improve attendance. An attendance contract is a formal written agreement between a parent/carer and either the school or local authority to address irregular



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attendance at school or alternative provision. An attendance contract is not legally binding but allows the Trust a more formal route to secure engagement with support where a voluntary early help plan has not worked or is not deemed appropriate. However, if absence continues the school may make a referral to the Local Authority for interventions that may include a Notice to Improve, penalty notices and court action.

10.7 Where voluntary support and/or an attendance contract has not led to sufficient improvement, the school may request that the Local Authority issue a Notice to Improve before considering a Penalty Notice. A Notice to Improve is a formal written notice issued by the Local Authority where a pupil's attendance has not improved despite support being offered, or where attendance concerns are sufficiently serious to warrant formal intervention. The purpose of the Notice to Improve is to give parents/carers a final opportunity to engage with support and improve attendance before a Penalty Notice is considered.

Where sufficient improvement is not achieved, or where there is a lack of engagement with support, the Local Authority may consider further action in line with the National Framework for Penalty Notices. This may include issuing a Penalty Notice, seeking an Education Supervision Order, or commencing legal proceedings where appropriate.

10.8 At all the schools within the Mosaic Partnership Trust we take every opportunity to promote excellent attendance for all pupils. In all our schools where an improvement in attendance has been demonstrated the school should write to parents/carers to acknowledge the improvement that has been demonstrated.

10.9 If there are specific issues which might impact on a child's attendance it is important that parents/carers have the opportunity to talk to the school so that they can support the parent and child. Parents can speak to a child's class teacher, family support worker (where appropriate), the school's Pastoral Leader or Head by contacting them via the school office.

10.10 There may be times when we ask other agencies to become involved to help us understand and work with parents/carers to encourage regular school attendance. (e.g., LA, Health (NHS), Ethnic Minority and Traveller Advisory Service, Medical Needs Reintegration Service and Educational Psychologists). If we feel that this would be helpful, we will discuss with parents/carers first.

10.11 We are very keen to listen to the views of children and parents with regard to attendance matters and we welcome any feedback which helps us to shape how we work with families to address attendance issues and reward excellent attendance.

10.12 The attendance policy will be reviewed annually by the Area Improvement Leader and approved by the Trust Board.

10.13 We will ensure that the policy reflects the current DfE Statutory and Local Authority guidance so that parents may be assured of the standards that we strive to achieve.

10.14 School attendance will feature in the school newsletter and school website, and we will advise parents of any changes to policy and procedures.

10.15 We are able to make this policy available in other languages if required.

11.0 Removing the name of a pupil of compulsory school age and coding of absence

11.1 All school Senior Attendance Champions and those with responsibility for the administration and monitoring of attendance should make themselves familiar with the new statutory guidance. Particular attention should be given to the processes for:



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- **Removing a child from the roll of the school**
- **Coding for absence**

Details are contained here: [Working Together to Improve School Attendance 2026](#)

11.2 In the context of recording the register on a daily basis staff need to mark children as present, with children that are not present this MUST be left blank for the school administrators to complete. There will be an annual training session from one or both of the Local Authorities on coding for those staff where this is relevant.

11.3 In the context of coding, particular attention needs to be placed on children that are on part-time timetables within the Management Information System (Arbor)

Under compulsory school age:

Code X: Non-compulsory school age pupil not required to attend school: In cases where a parent wishes their child to begin school on a part-time basis in line with the school admissions code, schools may give leave of absence for sessions the pupil is not expected to attend. This must be agreed between the school and the parent they normally live with and **must end at the point at which the pupil reaches compulsory school age**. The times and dates when the pupil is expected to attend the school must be agreed by the school and the parent with whom the pupil normally lives with.

Where the pupil is absent when timetabled to attend the school, the absence must be recorded using the appropriate absence code not code X.

Compulsory school age:

Code C2: Leave of absence for a compulsory school age pupil subject to a part-time timetable: 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. If a part time timetable has been agreed for a reception child this would be coded as X **UNTIL** they turn 5, then this must be coded as C2 as the child is of compulsory school age.

12.0 Equality, Inclusion and Individual Needs

12.1 Mosaic Partnership Trust is committed to promoting high levels of attendance for all pupils whilst recognising that some pupils and families face barriers to attendance which require additional understanding, support and reasonable adjustment. We will apply this policy fairly and consistently, whilst considering the individual circumstances of pupils and their families.

12.2 In implementing this policy, schools within the Trust will have due regard to:

- The Equality Act 2010;
- The Children Act 1989;
- The UN Convention on the Rights of the Child;
- The Department for Education guidance *Working Together to Improve School Attendance*; and
- Relevant safeguarding and SEND legislation and guidance.



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12.3 The Trust recognises that pupils may experience a range of barriers to attendance, including but not limited to:

- Special Educational Needs and Disabilities (SEND);
- Social, emotional and mental health needs;
- Emotionally Based School Avoidance (EBSA);
- Long-term or recurring medical conditions;
- Disabilities as defined by the Equality Act 2010;
- Family circumstances;
- Young carers' responsibilities;
- Bereavement or significant life events; and
- Other vulnerabilities which may impact attendance.

12.4 Where attendance concerns arise, schools will seek to understand the underlying causes and work collaboratively with pupils, parents/carers and relevant professionals to remove barriers to attendance wherever possible. Support will be proportionate to need and may involve internal interventions, early help or referrals to external agencies.

12.5 Where appropriate, schools will consider reasonable adjustments for pupils with disabilities or additional needs in accordance with the Equality Act 2010. Adjustments may include changes to routines, pastoral support, phased reintegration arrangements, access to specialist services or other measures designed to support regular attendance.

12.6 For pupils with identified attendance barriers, schools may develop an individual attendance support plan setting out:

- The barriers to attendance;
- Agreed support and interventions;
- Reasonable adjustments where applicable;
- The responsibilities of the pupil, family and school; and
- Review arrangements and success measures.

12.7 The Trust is committed to ensuring that attendance procedures, interventions and decisions are undertaken fairly, consistently and without discrimination. Any formal attendance action will take account of the individual circumstances of the pupil and family and the support that has been offered prior to escalation.

13.0 Law and Statutory Guidance informing the policy

Relevant legislation

- The School Attendance Regulations 2024
- The Education Acts 1996 and 2002
- The Children Act 1989 The Crime and Disorder Act 1998
- The Anti-Social Behaviour Act 2003
- The Education and Inspections Act 2006



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- The Sentencing Act 2020 The School Attendance (Pupil Registration) (England) Regulations 2024
 - The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
 - The Education (Penalty Notices) (England) Regulations 2007, as amended
 - The Education (Information about Individual Pupils) (England) Regulations 2013
 - The Children and Young Persons Acts 1933 and 1963
 - The Equality Act 2010
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Relevant government guidance

- Children missing education
- Keeping children safe in education and Working together to safeguard children
- Special educational needs and disability code of practice: 0 to 25 years
- Elective home education
- Alternative provision: statutory guidance for local authorities
- Exclusion from maintained schools, academies and pupil referral units in England
- Supporting pupils at school with medical conditions
- Arranging education for children who cannot attend school because of health needs
- Promoting and supporting mental health and wellbeing in schools and colleges
- Preventing and tackling bullying Providing remote education



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Appendix One: School Specific Information

Appendix One must be completed for each school before publication of the policy and reviewed annually.

School day start time

School day finish time

Morning register time

Afternoon register time

Register closure time

Name and contact details of the Senior Attendance Champion

Name and contact details of administrator leading on attendance

Name and contact of pastoral lead (if appropriate)