

ATTENDANCE POLICY

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Tier 1 policies are centrally held policies relating to Education, Governance, People Services, Finance, ICT and Operations and are the direct responsibility of BAT. Tier 1 policies are created by the BAT Central Services Team but adopted and reviewed by the BAT Board.

We are committed to a sustainable future and to improving the social, economic, and environmental well-being of the community. We are dedicated to environmental improvements that foster a sustainable future and lead to social and economical improvements in the communities we operate within.

Amendments to policy		
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Statement of Intent

We want our learners to thrive in our setting every day. We build strong and enduring relationships because we believe this is the foundation children need to fully engage in our community, to feel a sense of belonging and succeed.

Every child has a right to access education, and **everyone** is responsible for supporting and promoting excellent attendance and punctuality. Connex are committed to providing the highest quality of education to our learners and we recognise the clear link between attendance and the attainment and development of our learners.

The aim of this Attendance Policy is to enable Connex to provide a consistent practice that actively encourages and supports the highest possible levels of attendance for all our learners.

We support parents and carers to perform their legal duty to ensure their children of **compulsory school age** attend school regularly and in addition, promote and support punctuality when attending lessons.

We are committed to taking positive action in the line with the [Equality Act \(2010\)](#) regarding the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership. We make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage. Our relentless approach to ensuring our learners attend Connex and receive the education that they deserve, and are entitled to, is central to our values.

It is our duty to strive for a goal of 100% attendance for all learners so that they can take full advantage of the opportunities offered. It is vital that learners attend Connex, on time, every day the school is open, unless the reason for absence is unavoidable.

1. Aims

This policy aims to show our commitment to meeting our obligations with regards to 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 learners
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every learner 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 Connex

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the DfE's statutory guidance on [Working together to improve school attendance](#) and [School attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Maintained schools: Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)

- [The School Attendance \(LearnerRegistration\) \(England\) Regulations 2024](#)
- <https://www.legislation.gov.uk/ukxi/2006/1751/contents> The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The [Equality Act 2010](https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made) <https://www.legislation.gov.uk/ukxi/2013/757/regulation/2/made>

It also refers to:

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

3. Roles and responsibilities

3.1 The governing board

The Governing Board maintains a strategic oversight of learners attendance through its regular governance meetings. Attendance is a standing item within the Principal's report, which provides governors with up-to-date attendance data, trends, and contextual information to support their understanding of attendance patterns across the provision.

The Principal presents attendance figures alongside relevant contextual information, enabling governors to scrutinise performance, identify emerging concerns, and monitor the impact of attendance strategies and interventions. This ensures that attendance remains a key priority and that appropriate challenge and support are provided where necessary.

The Chair of Governors, Chris Simms can be contacted via email csims@brunel.org.uk

3.2 The Principal

The Principal is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing penalty notices, where necessary, and/or authorising the deputy principal/assistant principal to be able to do so
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for learners with SEND, including where school transport is regularly being missed, and where learners with SEND face in-school barriers
- Communicating with the local authority when a learner with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the learner's needs
- Communicating the high expectations for attendance and punctuality regularly to learners and parents/carers through all available channels
- Sharing information from the register with the local authority, including:

- Notifying the local authority when a learner's name is added to or deleted from the admission register outside of standard transition times
- Providing the local authority with the details of learners who fail to attend regularly, or who have been marked with an unauthorised absence for a continuous period of 10 learning days
- Providing the local authority with the details of learners who Connex believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with learners, parents/carers, home schools and external agencies, where needed
- Building close and productive relationships with parents/carers and home schools to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers and home schools where appropriate.
- Delivering targeted intervention and support to learners and families

The designated senior leader responsible for attendance is Kelly Hill and can be contacted via khill@connexap.org.uk or 07825 044 640.

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 9)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the principal
- Working with education welfare officers to tackle persistent absence
- Advising the principal/deputy principal/assistant principal (authorised by the principal) when to issue fixed-penalty notices

The attendance officer is Kelly Hill and can be contacted via khill@connexap.org.uk or 07825 044 640.

3.5 Teachers

Teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the office on the same day.

3.6 Office staff

Office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the deputy principal, assistant principal or teachers where appropriate, in order to provide them with more detailed support on attendance

3.7 Parents

Where this policy refers to a parent, it refers to the adult the Connex and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every session on time
- Call Connex to report their child's absence before 9:30am on the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide Connex with more than 1 emergency contact number for their child if the child is in the Early Years Foundation Stage, provide more than 2 emergency contact numbers, where possible.
- 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 Kelly Hill and can be contacted via khill@connexap.org.uk or 07825 044 640.

3.8 Learners

Learners are expected to:

- Tier 3 learners attend school every day, on time
- Tier 2 Learners to call Connex to report their absence before 9:30am on the day of the absence and each subsequent day of absence.

4. Recording attendance

4.1 Attendance register

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

We will take our attendance register at the start of each morning session of each learning day and once during each afternoon session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Learner Registration) (England) Regulations 2024, whether every learner 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.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a learner is attending an approved educational activity
- The nature of circumstances, where a learner is unable to attend due to exceptional circumstances

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

The school day starts at 9:30am and ends at 2:30pm.

Learners must arrive in school by 9:30 on each school day.

The register for the first session will be taken at 9:30am and will be kept open until 10:00am. The register for the second session will be taken at 12:30pm and will be kept open until 1:00pm, according to page 19 of [Working together to improve school attendance - GOV.UK](#).

4.2 Unplanned absence

The learner's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 10:00am, or as soon as practically possible, by calling the Connex office staff, who can be contacted via the office number 01793 493 905 or Admin@connexap.org.uk

Day 1 Absence

- The provision will contact the parent/carer or home school on the morning of the first day of absence to establish the reason for the absence.
- Until a valid reason is received, the absence is recorded as unauthorised.
- If contact cannot be made with the parent/carer or home school, emergency contacts provided to the provision may be used.
- Where relevant, unexplained absences will be reported to the learner's social worker. Learners subject to a child protection plan have their social worker informed of every absence, including authorised absences.

Day 2 Absence

- If no contact has been made with parents/carers, home school or emergency contacts by the second day, the provision may carry out an unannounced safe and well visit to the family home.
- Depending on the outcome of the visit, contact may be made with children's social care services

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

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

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the learner's parent notifies the school in advance of the appointment.

Parents/carers wishing to request a leave of absence during term time must submit a written request to the Principal in advance of the proposed absence. Requests are considered on an individual basis and

will only be authorised in exceptional circumstances, which are defined as rare, significant, unavoidable and short-term.

Where possible, the learner should:

- Be out of school for the minimum amount of time necessary, and attend Connex before/after their appointment

However, we encourage parents to make medical and dental appointments out of provision hours where possible.

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

4.4 Lateness and punctuality

A learner who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

Connex identifies ongoing punctuality concerns through daily registration procedures, the recording of late marks, and regular analysis of attendance data. Patterns of lateness are monitored by the Attendance Lead and reviewed alongside wider attendance trends. Where concerns are identified, the provision works proactively with learners and parents/carers to understand barriers and implement appropriate support and interventions to improve punctuality.

4.5 Following up unexplained absence

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

- Call the learner's parent or home school on the morning of the first day of unexplained absence to ascertain the reason. If Connex cannot reach any of the learner's emergency contacts, Connex may contact Contact Swindon or the police depending on individual basis.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the learner was absent
- Call the parent or home school on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary
- Where relevant, report the unexplained absence to the learner's social worker and/or youth offending team officer
- Where appropriate, offer support to the learner and/or their parents or home school to improve attendance
- Identify whether the learner needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention (see section 7 below)

4.6 Reporting to parents

The school will regularly inform parents (see the definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels via reports.

5. Authorised absence

5.1 Approval for term-time absence

The principal will only grant a **leave of absence** to a learner during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview for employment or for admission to another educational institution
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the principal's discretion, including the length of time the learner is authorised to be absent for.

We define 'exceptional circumstances' as rare and unexpected circumstances which are unlikely to reoccur. Examples include:

- Medical Emergencies
- Family emergencies (e.g. death of a relative)

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence, and in accordance with any leave of absence request form, See appendix 2 for the form. The principal may require evidence to support any request for leave of absence.

5.2 Other reasons for authorised absence

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the learner's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart for religious observance. Learners should attend Connex on the days surrounding those set apart for religious observance
- Parent(s) travelling for occupational purposes – a learner is a mobile child if their parent is travelling in the course of their trade or business and the learner is travelling with them. In these circumstances a learner will be considered as a mobile child, provided they are of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place
- If the learner is currently suspended or excluded from school (and no alternative provision has been made)

5.3 Absences from Connex site (which are not classified as absences)

The principal will allow learners to be absent from the Connex site for certain educational activities, or to attend other schools or settings. These are not classified as absences. Reasons include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by Connex
- Attending another school at which the learner is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the learner not to attend Connex, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the premises are closed

6. Strategies for promoting attendance

Connex values each child and young person as an individual and will work with families and carers to personalise our approach to encouraging school attendance. In line with our values, we offer personalised praise for attendance achieved against personalised targets. We believe that increased attendance leads to increased success in achieving personalised outcomes.

'Many children and young people will experience normal, but difficult, emotions that make them nervous about attending a setting, such as worries about friendships, schoolwork, examinations or variable moods. It is important to note that these children and young people are still expected to attend. In many instances attendance may serve to help with the underlying issue as being away from Connex might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attendance in the future' (para 54, Working Together to Improve Attendance, August 2024)

Learners who have long term physical or mental health conditions have the same right to an education, the same as any other learner. Connex has the same ambition for these learners as with any learner at Connex and will endeavour to work with the learner, their family, home school and supporting agencies to ensure their educational needs are met.

We use a variety of strategies to encourage attendance:

- Building strong and enduring relationships with our learners so they feel a sense of belonging in our community
- Create personalised and achievable targets for learners, based on their medical needs and/or additional needs that is realistic and appropriate for each individual.
- Create safe spaces for learners to thrive.
- Offer an enriching curriculum.
- Make decisions on targets in consultation with families, while understanding that a medical condition can worsen suddenly and taking this into account.
- Using focussed TAC or TAF meetings, including partner agencies.
- Create opportunities for dialogue with families about attendance, ensuring that we work in partnership with parents/carers. Establish a listening culture.
- Use different methods to encourage attendance; for instance, explaining the links between attendance and outcomes.
- Raise the profile of attendance with families, particularly when learners start at the setting.
- Teach and model a love of learning, helping families to see the value of the education that is offered to them.
- All parents and carers receive regular and timely attendance communication.
- Set weekly merits and praise strong attendance.

- Be aware of the complexity of different contexts and the pressures that families might experience, which may in turn contribute to poor attendance; for instance, in areas where many parents/carers perform seasonal work and are unable to take holidays over the summer break.
- Utilise support available from external partners.

We recognise that not all learners, particularly those who are most vulnerable, are able to achieve 100% attendance through no fault of their own. We celebrate improvements in attendance and contextualised good attendance for individual learners. Learners are able to receive Connex credits a reward system used within the setting.

7. Supporting learners with poor attendance

Our school will make use of the full range of support and potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

7.1 Education supervision order

In cases where voluntary early help plans have been unsuccessful, we may work with the local authority to issue an education supervision order. If an education supervision order is considered, the local authority will inform the parent(s) in writing and will set up a meeting.

An education supervision order is a formal intervention but **not** criminal prosecution.

An education supervision order initially lasts for 1 year, but it can be extended within the last 3 months for a period of up to 3 years at a time.

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be liable to a fine of up to £1,000 upon conviction.

7.2 Notice to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

A notice to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the learner attends school.

It will include:

- Details of the learner's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued, or prosecution considered, if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

7.3 Penalty notices

The principal (or a deputy or assistant headteacher, authorised by the headteacher), local authority or the police can fine parents for the unauthorised absence of their child from Connex, where the child is of compulsory school age, by issuing a penalty notice.

If Connex issues a penalty notice, we will check with the local authority before doing so, and send the local authority a copy of any penalty notice issued.

Before issuing a penalty notice, Connex will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that learner
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the learner's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same learner, the parent must pay £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 the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the learner must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

8. Supporting learners who are absent or returning to school

8.1 Learners absent due to complex barriers to attendance

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

We work closely with parents/carers through regular communication, attendance meetings, home visits, focused support plans, Early Help processes and multi-agency working where appropriate. Where attendance concerns are identified, we work collaboratively with families and external agencies to develop tailored interventions and ensure support is coordinated effectively.

To remove barriers, Connex provides a flexible and personalised approach. This may include adapted timetables, phased reintegration plans, alternative spaces for learning, personalised transitions, differentiated curriculum pathways, low-demand activities during reintegration, and adjustments to routines or expectations where appropriate. Staff also promote learner voice and choice, support positive peer relationships, and create safe, inclusive learning environments that help learners feel a sense of belonging.

8.2 Pupils absent due to mental or physical ill health

For learners with SEND, medical needs, or emotionally based school avoidance, we work alongside families, the SENCO, social workers, health professionals and other relevant agencies to identify and implement reasonable adjustments. We consider barriers such as transport, sensory needs, anxiety, access to support, lunchtime arrangements and curriculum access, ensuring that learners receive individualised support to maximise their attendance and engagement.

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.

8.3 Pupils absent due to other barriers to attendance

Connex recognises that absence is often a symptom of wider barriers rather than a lack of willingness to attend. Where learners are absent due to factors such as anxiety, mental health needs, neurodiversity, family circumstances, safeguarding concerns, transport difficulties, medical needs, or disengagement from education, the provision takes a personalised and supportive approach to identifying and addressing these barriers.

Staff work closely with learners and their families to understand the specific challenges affecting attendance, using a relational approach that prioritises trust, consistency and collaboration. Attendance concerns are discussed with parents/carers at the earliest opportunity and may result in reasonable adjustments, focused support plans, Early Help involvement, attendance reviews or multi-agency working where appropriate.

Strategies to remove barriers may include personalised timetables, phased reintegration programmes, alternative learning spaces, adapted curriculum pathways, support with transitions, transport considerations, increased pastoral support, home visits and regular communication with families. The provision also works alongside external agencies, social workers, health professionals and the SENCO to ensure learners receive coordinated support.

Connex seeks to create a safe, welcoming and inclusive environment where learners feel valued and supported. Progress is monitored regularly, and interventions are reviewed to ensure they remain effective in improving attendance and engagement with education.

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

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

Connex adopts a personalised and supportive approach to reintegrating pupils following a lengthy or unavoidable period of absence. We recognise that returning to education can be challenging and work closely with pupils, families, external agencies and healthcare professionals, where relevant, to ensure a successful and sustainable return to learning.

Individual reintegration plans are developed to meet the specific needs of the learner and may include phased returns, reduced timetables, personalised transitions, alternative learning spaces, adapted curriculum pathways and additional pastoral support. Reintegration arrangements are reviewed regularly to ensure they remain appropriate and support progress towards full participation in education.

8.5 Prolonged absence for children in the EYFS

In cases of prolonged absence, or when a child is absent without notification, we will attempt to contact the child's parents and alternative emergency contacts.

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

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

We will also implement our safeguarding procedures (see our child protection/safeguarding policy [Connex - Policies](#)) and refer any concerns to local children's social care and/or request a police welfare check.

9. Attendance monitoring

9.1 Monitoring attendance

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

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

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

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

9.2 Analysing attendance

Connex will:

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

9.3 Using data to improve attendance

Connex will:

- Develop targeted actions to address patterns of absence (of all severities) of individual learners, groups or cohorts that it has identified via data analysis
- Provide targeted support to the learners 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 9.4 below)
- Provide regular attendance reports to teachers, to facilitate discussions with learners and families, and to the governing board and leaders (including the special educational needs coordinator, designated safeguarding leads and the learner premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a learner's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

9.4 Reducing persistent and severe absence

Persistent absence is where a learner misses 25% or more of sessions, and severe absence is where a learner misses 70% or more of sessions. Reducing persistent and severe absence is central to the Connex's strategy for improving attendance.

Connex 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 learners who the Connex (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 learners. In doing so, the Connex will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 7, above)

We use a variety of strategies to encourage attendance:

Ordinarily Available Provision

- Build positive relationships
 - Approach with curiosity, not judgment.
 - Show genuine care and interest in the learner's wellbeing.
 - Greet learners warmly each day and celebrate their presence when they attend.
 - Be consistent, predictable, and trustworthy—relational safety helps learners feel more comfortable attending.
 - Create a safe, inclusive, and engaging learning environment. Using ATRCM to continually monitor and assess the Connex environment and the learner's journey.
- Teach the value of Connex
 - Help Learners see the relevance of education to their lives, goals, and identity. PATH will be used to support this.
 - Connect curriculum to learner's interests, cultures, and futures whenever possible.
 - Encourage aspiration and hope
 - Reduce pressure by offering choice, predictability and opportunities to succeed.
 - Offer a personalised approach to the curriculum.
 - Break learning into manageable steps and provide differentiated support.
 - Allow for alternative ways to demonstrate learning (e.g. projects, AQA)
 - Work closely with pastoral teams, SENCOs, safeguarding leads, other schools where appropriate and other professionals involved with the learner and their family

Persistently Absent learners

- Identify and understand the causes for absence
 - Discuss with the learner to understand why they may be absent (e.g., family issues, mental health, medical needs, bullying, Neurodivergence, disengagement).
 - Collaborate with parents/guardians.

- Be mindful of shame, sensory needs, or emotional overwhelm—these can all trigger avoidance.
- Work with staff to identify any safeguarding or welfare concerns.
- Make Connex a welcoming place
 - Promote positive peer relationships to reduce social anxiety or feelings of exclusion.
 - Allow for learner voice and choice, so they feel invested in their learning journey.
- Offer flexibility and support
 - Offer personalised transitions to support learner to attend successfully.
 - Coordinate with staff to prevent overload or unrealistic expectations.
 - Offer alternative timings for attending where possible
 - Complete regular visits to the learner's home to safeguard and offer support in the home where needed
- Recognise and reinforce attendance
 - Encourage small wins ("You made it today, I'm really glad you're here").
 - Acknowledge incremental improvements to attendance.
 - Avoid shaming for poor attendance; instead, focus on progress.
- Collaborate with other staff and agencies
 - Refer to or support Early Help or outside agencies if there are complex needs.
 - Be part of multi-agency meetings when needed.
 - PATH to be used to engage learner in their journey

Severely Absent learners

We will use the support above with the addition of

- Support a flexible and gradual reintegration or transition
 - Arrange regular collaboration meetings with staff, learner and parents/guardians on a reduced timetable or phased start that starts with low demand activities or times of day when the learner feels safest.
 - Offer alternative spaces as stepping stones back into the main learning space.
 - Be open to nontraditional attendance, e.g., hybrid learning, off-site learning where appropriate.
- Maintain gentle, consistent communication
 - Daily visits to show they're still part of the Connex community. Also to safeguard the learner and support their family.

We recognise that not all learners, particularly those who are most vulnerable, are able to achieve 100% attendance through no fault of their own. We celebrate improvements in attendance and contextualised good attendance for individual learners.

10. Monitoring Arrangements

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

11. Links with other Policies

This policy is linked to our:

- Child protection and safeguarding policy
- Behaviour policy

- Supporting pupils with medical conditions
- EYFS policy

This policy is adopted by the BE Board of Trustees and will be reviewed every year or earlier if change to legislation.

Signed: CEO

Signed: Chair of BE Board of Trustees

Date: *Approval pending*

This policy is adopted by Connex (part of the Brunel Education) and will be reviewed every year or earlier if change to legislation.

Signed:  Principal

Signed:  SEND Inclusion Lead

Date: 28th September 2026

Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Learner is present at morning registration
\	Present (pm)	Learner is present at afternoon registration
L	Late arrival	Learner arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Learner 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	Learner is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Learner is participating in a supervised sporting activity approved by the school
W	Attending work experience	Learner is on an approved work experience placement
B	Attending any other approved educational activity	Learner is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Learner is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Learner is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Learner is at a medical or dental appointment
J1	Interview	Learner has an interview with a prospective employer/educational establishment
S	Study leave	Learner has been granted leave of absence to study for a public examination
X	Not required to be in school	Learner of non-compulsory school age is not required to attend

C2	Part-time timetable	Learner is not in school due to having a part-time timetable
C	Exceptional circumstances	Learner has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Learner is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Learner is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Learner is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Learner has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Learner is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Learner 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	Learner is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Learner 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 learner absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Learner is unable to attend as they are: • 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 the school would be prohibited under public health guidance or law

Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Learner 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 in school after registration closed	Learner has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective learner not on admission register	Learner has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: Leave of request form

In line with the Attendance_Policy.pdf, requests for leave of absence must be made in writing to the Principal and will only be considered in exceptional circumstances. Exceptional circumstances are defined as those that are rare, significant, unavoidable and short in duration. Holidays during term time will not normally be authorised.

This form should be submitted as far in advance as possible of the proposed absence.

Learner Name: _____

Date of Birth: _____

Class: _____

Parent/Carer Name(s): _____

Contact Number: _____

Email Address: _____

Details of Requested Leave

First Day of Absence: _____

Date of Return to Provision: _____

Total Number of School Days Requested: _____

Reason for Request

Please provide full details of the exceptional circumstances for which leave is being requested. Attach supporting evidence where appropriate.

Supporting Evidence Attached

Please tick as appropriate:

☐ Medical evidence

☐ Letter from professional/service

☐ Religious observance information

☐ Travel documentation

☐ Other (please specify): _____

Parent/Carer Declaration

I understand that:

- Leave of absence during term time is only granted in exceptional circumstances.
- Requests must be submitted in advance and retrospective requests cannot be authorised.
- Holidays during term time will not normally be authorised.
- Unauthorised absence may result in referral to the Local Authority and potential penalty notice procedures where applicable.

Parent/Carer Signature: _____

Print Name: _____

Date: _____

Principal Decision

Request Approved? ☐ Yes ☐ No

Number of Days Authorised: _____

Reason for Decision:

Principal Name: _____

Principal Signature: _____

Date: _____

DRAFT