

ALUMNIS



Inspiring Changemakers

Attendance Policy

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Version History

Version	Date Issued	Brief Summary of Change	Owners Name
1	02.04.2019	New Policy	Wendy Ainscough
1.	01.09.2020	Annual Review	Wendy Ainscough
1.2	07.09.2021	Policy Review	Wendy Ainscough
1.3	06.09.2022	Policy Updated	Rachael Sharpe
1.4	05.09.2023	Annual review	Sonia Grant and James Creek
1.5	08.07.2024	Policy updated	Hannah Gleeson & Caroline Merritt
1.6	15.09.2025	Policy updated	James Creek
1.7	23/09/2025	Review	Jac Robilliard

Rationale

Good attendance at school is essential to support children and young people to achieve their full potential. Regular attendance enables pupils to access their education, develop positive relationships, participate fully in school life and benefit from the opportunities provided by their school.

The Education Act 1996 places a duty on parents and carers to ensure that their child receives an efficient full-time education, suitable to their age, ability, aptitude and to any special educational needs they may have, either by regular attendance at school or otherwise.

The Department for Education's statutory guidance, *Working together to improve school attendance*, sets out the expectations and responsibilities of schools, academy trusts, governing bodies, local authorities and parents and carers in relation to school attendance. This policy should be read alongside the current statutory guidance and the School Attendance (Pupil Registration) (England) Regulations 2024.

Regular attendance is a shared responsibility. Parents, carers, pupils, schools, the Trust and the Local Authority all have an important role to play in promoting good attendance and in identifying and addressing barriers to attendance at the earliest opportunity.

The Trust recognises that there are many reasons why a pupil may be absent from school. Schools will work with pupils and their families to understand the reasons for absence, identify any barriers to regular attendance and provide appropriate support where required.

Absence

- Parents and carers should ensure that their child attends school regularly and arrives on time.
- Parents and carers should notify the school promptly when their child is unable to attend and provide the reason for the absence.
- Schools will record attendance and absence accurately in accordance with the statutory attendance regulations and the national attendance and absence codes.
- Where a pupil is absent because of illness, the school will record the absence using the appropriate statutory attendance code. Schools may, where appropriate and proportionate, request supporting information where there are concerns about the nature or frequency of absence.

- Leave of absence will only be granted where the circumstances meet the requirements set out in the School Attendance (Pupil Registration) (England) Regulations 2024 and the current DfE statutory guidance. Requests for leave of absence will be considered on their individual circumstances.
- Parents and carers should be aware that a request for leave of absence does not automatically mean that the absence will be authorised.
- The Trust recognises that attendance difficulties can be associated with a range of factors, including health, special educational needs and disabilities, anxiety, family circumstances and other barriers to attendance. Schools will seek to understand these factors and respond appropriately.

The Trust is committed to working collaboratively with pupils, parents and carers, schools and relevant external agencies to promote regular attendance, reduce persistent and severe absence and ensure that pupils receive the education to which they are entitled.

Aims

The Trust aims to:

- ☐ promote regular attendance and punctuality for all pupils so that every pupil can access their education and participate fully in school life;
- ☐ identify and address barriers to regular attendance at the earliest opportunity, working in partnership with pupils, parents and carers and, where appropriate, external agencies;
- ☐ accurately record, monitor and analyse attendance and absence and use this information to identify pupils who may require additional support;
- ☐ reduce avoidable absence and prevent pupils from becoming persistently or severely absent;
- ☐ promote a consistent, supportive and evidence-informed approach to attendance across all schools within the Trust;
- ☐ ensure that attendance is managed in accordance with statutory requirements and the Department for Education's *Working together to improve school attendance* statutory guidance.

Regular attendance supports pupils to access learning, maintain relationships, participate in school life and achieve positive educational outcomes. The Trust recognises that there may be legitimate reasons why a pupil is unable to attend and that some pupils and families may experience barriers to attendance.

Schools will seek to understand the individual circumstances behind attendance difficulties and work collaboratively with pupils and their families to identify and address barriers. Where appropriate, schools will work with other professionals and agencies to provide effective support.

The Trust recognises that pupil wellbeing and attendance are closely connected. Schools will promote a welcoming and supportive environment and will ensure that

attendance concerns are approached with an understanding of the individual circumstances affecting the pupil.

Where attendance difficulties arise, schools will identify concerns at the earliest opportunity, communicate with parents and carers, understand the barriers affecting attendance and provide appropriate support. Where support does not improve attendance, or where statutory intervention is appropriate, schools will take further action in accordance with this policy and the relevant statutory guidance.

Recording Attendance

Schools must maintain an accurate attendance register in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and the current Department for Education attendance and absence codes.

- The attendance register must be taken at the beginning of each morning session and once during each afternoon session.
- The morning register should be completed as close to the start of the morning session as possible.
- At [school-specific time], the morning register will close. The period during which the register remains open must not exceed 30 minutes.
- A pupil who arrives after the register has opened but before it has closed will be recorded using the appropriate late code, L, where the pupil arrives late but before the register closes.
- A pupil who arrives after the register has closed will be recorded using code U, where appropriate. This records an absence for the session in accordance with the national attendance coding requirements.
- Where a pupil is absent, the school will establish the reason for the absence as soon as reasonably practicable and record the appropriate statutory attendance or absence code.
- Where the reason for an absence is not immediately known, the school will record the appropriate code and amend the register when the reason is established, in accordance with the statutory requirements for amending attendance records.
- First-day absence procedures will begin promptly in accordance with the school's first-day calling procedure. Unexplained absence will be followed up and escalated in accordance with the school's safeguarding and attendance procedures.
- Attendance registers must be maintained electronically and accurately. Any amendment to an attendance record must retain the original entry, the amended entry, the reason for the amendment, the date of the amendment and the name of the person who made the amendment.

School responsibilities

- communicate clearly the school's attendance procedures and expectations to pupils, parents and carers ;
- maintain accurate and up-to-date attendance records in accordance with statutory requirements and the current national attendance and absence codes; have appropriate registration processes in place, ensuring that attendance registers are taken accurately at the beginning of the morning and afternoon sessions;
- monitor attendance and punctuality and follow up unexplained or concerning absence and lateness promptly;
- ☐ operate an effective first-day calling procedure for unexplained absence, with appropriate escalation where contact cannot be established or safeguarding concerns arise;
- ☐ maintain systematic and consistent records of attendance, absence, lateness and actions taken in response to attendance concerns;
- ☐ identify pupils who may be at risk of persistent or severe absence and provide appropriate support to address barriers to regular attendance;
- ☐ work with the Trust Attendance Lead/Attendance Intervention Officer (AIO), where applicable, and support their work with pupils and families;
- ☐ work collaboratively with pupils, parents and carers and, where appropriate, external agencies to understand and address barriers to attendance;
- ☐ apply the Trust's attendance procedures consistently and fairly, while taking account of the individual circumstances of pupils and families;
- ☐ ensure that attendance practice complies with the School Attendance (Pupil Registration) (England) Regulations 2024 and the current Department for Education statutory guidance; and
- ☐ promote regular attendance and punctuality as an important part of supporting pupils to access education and achieve positive outcomes.

Parent and carer responsibilities

Parents and carers are expected to:

- ensure that their child attends school regularly and arrives on time, ready for the start of the school day;
- notify the school as soon as possible, and in accordance with the school's published arrangements, when their child is unable to attend, providing the reason for the absence;
- provide information about the reason for absence that is accurate and sufficient to enable the school to determine the appropriate attendance code;
- make requests for leave of absence in advance wherever possible. Parents and carers should be aware that leave of absence will only be granted where the circumstances meet the requirements of the School Attendance (Pupil

Registration) (England) Regulations 2024 and the current DfE statutory guidance;

- work with the school and, where appropriate, the Attendance Intervention Officer (AIO) and other professionals to address barriers to regular attendance and improve attendance and punctuality;
- make medical and dental appointments outside of school hours wherever reasonably possible; and
- engage with the school where attendance concerns are raised and work collaboratively to support their child's regular attendance.

First-Day Calling and Unexplained Absence

Regular attendance is an important safeguarding measure. Unexplained or prolonged absence may indicate that a pupil is experiencing difficulties or may be at risk of harm. Schools will therefore respond promptly to unexplained absence and will follow their attendance and safeguarding procedures to ensure that appropriate action is taken.

First-day calling procedure

- The attendance register will be completed at the beginning of the morning session in accordance with the school's published registration arrangements.
- Where a pupil is absent and no reason for the absence has been provided, the school will make contact with the parent or carer on the first day of absence as soon as reasonably practicable.
- The school will use the contact details held on its pupil information/MIS system and will make reasonable attempts to establish the reason for the absence and the expected date of return.
- Where appropriate, the school may contact other known emergency contacts or relevant professionals, including a social worker, where this is necessary to establish the pupil's whereabouts or safeguard their welfare.
- All attempts to contact the family and any relevant information received will be recorded in accordance with the school's attendance and safeguarding procedures.
- Where contact cannot be established, the school will consider the circumstances of the individual pupil and whether there are any safeguarding concerns requiring immediate action.

Safeguarding concerns

When considering whether an absence raises a safeguarding concern, the school will take account of the individual circumstances of the pupil and any relevant information known to the school. This may include, but is not limited to:

- known safeguarding concerns or vulnerabilities;
- previous unexplained or prolonged absences;
- significant changes in attendance or behaviour;
- known health or medical needs;
- special educational needs or disabilities;
- information relating to domestic abuse, exploitation, neglect or other forms of harm;
- information from children's social care, the police or other professionals; and
- any other information that may indicate that the pupil is at risk of harm.

This list is not exhaustive. Schools will maintain a child-centred approach and consider the individual circumstances of each pupil.

Where a safeguarding concern is identified, staff must act without delay in accordance with the school's child protection and safeguarding procedures. Concerns should be reported to the Designated Safeguarding Lead (DSL) or their deputy.

Where there is an immediate risk of harm to a child, the school should contact the emergency services by calling 999.

The DSL or appropriate safeguarding professional will determine whether further action is required, which may include:

- further attempts to contact parents, carers or emergency contacts;
- a welfare check or home visit where this is considered appropriate and safe;
- consultation with or referral to Children's Social Care;
- contact with the police where appropriate;
- consultation with the Local Authority Attendance Support Team or Children Missing Education (CME) service; and/or

- contact with other relevant professionals involved with the child.

Any decision to undertake a home visit, contact the police or make a referral to Children's Social Care will be based on the circumstances of the individual case and the school's safeguarding procedures. Such action should not be applied automatically solely because contact with a parent or carer has not been established.

Children Missing Education

Schools will follow the statutory guidance relating to Children Missing Education (CME) and will take reasonable steps to establish the whereabouts of a child where there are concerns that they may be missing from education.

Where there are concerns that a child's safety or wellbeing is at risk, the school will take immediate action in accordance with its safeguarding procedures and will consider whether a referral to Children's Social Care and/or the police is required.

Where a pupil is known to be receiving support from Children's Social Care or another relevant service, the school will share relevant information and liaise with the allocated professional in accordance with safeguarding, information-sharing and data protection requirements.

Recording and review

All actions taken in response to unexplained absence or safeguarding concerns must be recorded accurately. Records should include the concern identified, actions taken, decisions made, the rationale for those decisions and the outcome.

The school will continue to monitor the pupil's attendance and welfare and will escalate concerns where the circumstances change or the pupil's whereabouts cannot be established.

The Process for Monitoring Attendance

The Trust will use a graduated approach to monitoring and improving attendance. Schools will identify attendance concerns at the earliest opportunity, seek to understand the reasons for absence, work with pupils and parents or carers to identify barriers to attendance, and provide appropriate support.

Attendance will be monitored regularly by the school attendance team and reported to the Headteacher and, where appropriate, the Trust Attendance Lead. Attendance

data will be used to identify individual pupils and groups who may require additional support.

The level and nature of intervention will be proportionate to the individual circumstances of the pupil and family. The stages below provide a framework for intervention but will not necessarily be followed sequentially in every case. Schools may move between stages, combine interventions or take more immediate action where the circumstances require it.

Stage 1 – Early identification and supportive conversation

Where there are concerns about a pupil's attendance or punctuality, the school will make contact with the pupil and/or parent or carer to understand the circumstances and identify any barriers to regular attendance.

The school will consider whether ordinarily available support or an early intervention may help to improve attendance and will monitor the impact of any support provided.

Stage 2 – Targeted support

Where attendance concerns persist, the school will communicate formally with the parent or carer and, where appropriate, arrange a meeting to discuss the pupil's attendance, understand any barriers and agree actions to support improvement.

The school may develop an attendance support plan or attendance improvement plan where this is appropriate.

The school may use appropriate resources and templates provided by Devon County Council or the Department for Education when communicating with families about attendance.

Stage 3 – Formalised support

Where attendance does not improve despite appropriate support, or where support is not engaged with, the school will consider whether formalising the support is appropriate.

This may include a formal attendance meeting, attendance contract or other appropriate intervention. The school will ensure that the pupil and parent or carer understand the concerns, the support being offered, the expected improvement and the potential consequences if attendance does not improve.

The school will continue to consider and address any barriers to attendance and will review the impact of support provided.

Stage 4 – Statutory intervention

Where appropriate support has been provided and attendance does not improve, or where support is not engaged with and statutory intervention is appropriate, the school may refer the case to the relevant Local Authority attendance service or other appropriate agency in accordance with the current Devon County Council procedures.

The school will ensure that appropriate evidence of the support offered, actions taken, attendance patterns and engagement with the family is maintained.

Statutory intervention may include a penalty notice or prosecution, where the relevant legal requirements are met. Any legal intervention will be undertaken in accordance with the current national framework and Devon County Council's arrangements.

The Trust recognises that there may be circumstances in which statutory or safeguarding action is required at an earlier stage. The staged approach will therefore not prevent the school from taking proportionate action where this is necessary to safeguard a pupil or address significant or persistent unauthorised absence.

Working with the Local Authority

Schools will engage with the Local Authority through the attendance support arrangements available to them, including Targeted Support Meetings and advice from the relevant Devon County Council attendance or inclusion team.

The school and Local Authority will work together to identify appropriate support and, where necessary, consider statutory intervention. The Local Authority will make decisions about legal intervention in accordance with its statutory responsibilities and the applicable legal framework.

All interventions, communications, decisions and outcomes will be recorded accurately and reviewed regularly.

Persistent and Severe Absence

The Trust recognises that persistent and severe absence can significantly affect a pupil's education, wellbeing and wider outcomes. Schools will identify pupils who are persistently or severely absent, or who are at risk of becoming so, and will take appropriate action to understand and address the barriers affecting their attendance.

Persistent absence

A pupil is considered persistently absent where they miss **10% or more of their possible sessions** across the academic year. This is equivalent to an attendance rate of 90% or below.

Pupils who are persistently absent, or who are at risk of becoming persistently absent, will receive additional monitoring and support appropriate to their individual circumstances.

The school will:

- identify the reasons for the pupil's absence and seek to understand any barriers to attendance;
- work with the pupil and their parents or carers to develop appropriate support;
- consider whether support from other professionals or services is required;
- monitor the impact of interventions and review them regularly; and
- take further action where attendance does not improve or where statutory intervention is appropriate.

Severe absence

A pupil is considered severely absent where they miss **50% or more of their possible sessions** across the academic year. This is equivalent to an attendance rate of 50% or below.

Severely absent pupils are likely to face significant barriers to regular attendance and may require more intensive support involving a range of professionals and services. Schools will prioritise these pupils and consider a multi-agency approach where appropriate.

The school will work with the pupil, parents or carers and relevant professionals to understand the circumstances contributing to the absence and agree an appropriate plan to support improved attendance.

Attendance support plans

Where appropriate, pupils and families receiving additional attendance support will have an attendance support plan. The plan will be proportionate to the individual circumstances and may include:

- the barriers affecting attendance;
- the actions to be taken by the pupil, family and school;
- any additional support or services involved;
- the expected improvements in attendance;
- arrangements for monitoring and review; and
- the actions that may be considered if attendance does not improve.

Attendance support plans will be reviewed regularly and amended where circumstances change.

Vulnerability and safeguarding

Persistent or severe absence does not automatically mean that a pupil should be placed on a school's vulnerable children list. However, schools will consider whether the level or pattern of absence indicates that a pupil may be vulnerable or at risk of harm.

Where safeguarding concerns are identified, the school will follow its safeguarding and child protection procedures and involve the Designated Safeguarding Lead where

Absences During Term Time

Parents and carers are expected to ensure that their child attends school on every day that the school is open, unless the absence has been authorised or there is another reason permitted under the statutory attendance framework.

The School Attendance (Pupil Registration) (England) Regulations 2024 set out the circumstances in which a school may grant a leave of absence. Leave of absence should be requested in advance and will only be authorised where the circumstances meet the requirements of the Regulations and the current Department for Education statutory guidance, *Working together to improve school attendance*.

There is no automatic entitlement to take a child out of school during term time for a holiday or other leisure activity.

Requests for leave of absence

- Requests for leave of absence should be made in advance by the parent or carer with whom the pupil normally lives, using the school's designated leave of absence request process.
- Parents and carers should provide sufficient information to enable the school to consider the circumstances of the request.
- Each request will be considered individually and in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and the current DfE statutory guidance.
- A request for leave of absence does not automatically mean that the absence will be authorised.
- Where leave is not authorised, the school will inform the parent or carer of the decision and the reason for it.
- Schools will communicate clearly to parents and carers that unauthorised term-time absence may result in a referral to Devon County Council for consideration of a penalty notice or other legal intervention.

- Schools will follow the current Devon County Council arrangements when referring cases for consideration of a penalty notice.

For current information from Devon County Council regarding school absence penalty notices, please visit:

[Devon - School absence penalty notice.](#)

Term-time holidays and legal intervention

Term-time holidays will not normally meet the criteria for authorised leave of absence.

Where a pupil has accrued the relevant number of unauthorised absence sessions, the school will consider whether a referral to Devon County Council for a penalty notice is appropriate.

The national framework provides for consideration of a penalty notice where a pupil has recorded **10 unauthorised absence sessions within any period of 10 consecutive school weeks**, subject to the applicable legal requirements and Devon County Council's arrangements.

Devon County Council is responsible for issuing penalty notices in Devon. Schools will provide the information and evidence required by the Local Authority when making a referral. The Local Authority will determine whether a penalty notice or other legal intervention is appropriate.

Parents and carers should be aware that repeated or significant unauthorised absence may result in further legal action where the relevant criteria are met.

Lateness and Punctuality

Pupils are expected to arrive at school on time and be present for the start of the school day.

Each school will publish its start time and arrangements for the opening and closing of the attendance register.

- The attendance register will be taken at the beginning of the morning session and again during the afternoon session.
- A pupil who arrives after the start of the school day but before the register closes will be recorded using the appropriate late code, **L**, in accordance with the national attendance and absence codes.
- A pupil who arrives after the register has closed will be recorded using **code U**, where applicable. This records an absence for the session, although the pupil is present on the school premises for part of the session.
- Schools will monitor patterns of lateness and will contact parents or carers where lateness is becoming a concern.

- Where persistent lateness is affecting a pupil's attendance or access to education, the school will work with the pupil and their parents or carers to understand the reasons and provide appropriate support.
- Where lateness continues despite appropriate support, the school may take further action in accordance with the Trust's attendance procedures and the current statutory guidance.

Schools recognise that occasional lateness may arise from circumstances outside a family's control. Concerns about lateness will therefore be considered in the context of the individual pupil and family circumstances.

Promoting Good Attendance

The Trust recognises that promoting good attendance is a shared responsibility and that schools may use different approaches to encourage and celebrate regular attendance.

Individual schools may use attendance recognition or reward systems where these are considered appropriate. Any such approach should be inclusive, proportionate and consistent with the school's wider approach to attendance, pupil wellbeing and safeguarding.

Schools will promote regular attendance through positive communication with pupils and parents or carers, early identification of attendance concerns, and appropriate support to address barriers to attendance.

The Trust will monitor attendance across its schools and use attendance information to identify patterns, trends and areas requiring further action or support.

The Board of Directors has responsibility for ensuring that the Trust has appropriate arrangements in place to promote regular attendance and to monitor attendance across its schools. Headteachers will report attendance information to the Trust in accordance with the Trust's reporting arrangements.

The Trust will use attendance data to evaluate the effectiveness of its attendance strategy and to identify where further action, support or challenge may be required.

The Law in Relation to Attendance

The Trust's attendance policy should be read alongside the current legislation and statutory guidance relating to school attendance and safeguarding.

The key statutory and guidance documents include:

- [Working together to improve school attendance](#) – Department for Education statutory guidance;

- [Keeping Children Safe in Education](#) – Department for Education statutory guidance;
- [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#);
- [School Attendance \(Penalty Notices\) \(England\) Regulations 2024](#);
- Education Act 1996; and
- any other current legislation, statutory guidance and Local Authority procedures relevant to attendance, safeguarding and children missing education.

The Trust will review this policy regularly to ensure that it remains consistent with changes to legislation, statutory guidance and Local Authority arrangements.

Appendix A - First Day Calling procedure

Purpose

The purpose of the first-day calling procedure is to establish the reason for a pupil's absence promptly, support accurate attendance recording and identify any safeguarding concerns at the earliest opportunity.

First-day calling process

1. Attendance register completed

The attendance register is completed at the beginning of the morning session in accordance with the school's registration arrangements.

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2. Reason for absence known?

YES

Record the appropriate attendance code and reason for absence.

NO

Begin first-day contact with the parent/carer as soon as reasonably practicable.

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3. Contact parent/carer

Use the contact details held on the school's MIS.

Record attempts to make contact and any information received in accordance with the school's attendance procedures.

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4. Contact established

YES

Establish the reason for absence and expected date of return.

Update the attendance record with the appropriate statutory code.

Consider whether any further attendance or safeguarding action is required.

NO

Make further reasonable attempts to establish contact, taking account of the individual circumstances of the pupil.

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5. Safeguarding considerations

Consider whether there is any information suggesting that the pupil may be at risk of harm or that their whereabouts are unknown.

This may include:

- known safeguarding concerns or vulnerabilities;
- significant or unusual changes in attendance;
- previous unexplained absence;
- concerns about the pupil's welfare;
- information from parents, carers or other professionals; or
- any other information that may indicate a safeguarding concern.

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6. Safeguarding concern identified?

NO

Continue appropriate attendance follow-up and monitoring.

YES

Refer immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL and follow the school's safeguarding procedures.

Where there is an immediate risk of harm, contact the emergency services by calling 999.

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7. Further action

Depending on the individual circumstances, further action may include:

- contacting additional emergency contacts;
- further attempts to contact the family;
- a welfare check or home visit where appropriate and safe;
- consultation with Children's Social Care;
- contact with the police;
- contact with the Local Authority attendance/CME service; or
- liaison with other professionals involved with the pupil or family.

All actions, decisions and outcomes should be recorded appropriately.

Appendix B - Attendance Intervention Pathway

Attendance concern identified

Attendance data is monitored regularly to identify:

- pupils whose attendance is declining;
- pupils with persistent or severe absence;
- patterns of lateness;
- repeated or unexplained absence; and
- pupils who may be experiencing barriers to regular attendance.

Early action should be taken rather than waiting for a pupil to reach a particular attendance percentage.



1. Understand

The school will:

- review the pupil's attendance pattern and history;
- establish the reason for absence or lateness;
- speak with the pupil where appropriate;
- communicate with the parent/carer; and
- consider any barriers affecting attendance.



2. Support

Where appropriate, the school will:

- agree actions with the pupil and parent/carer;
- provide ordinarily available support;
- consider whether additional pastoral, SEND, wellbeing or other support is required;
- involve other professionals or agencies where appropriate; and
- monitor attendance regularly.



3. Review

Attendance will be reviewed to determine whether the support is resulting in improvement.

Attendance improving

→ Continue to monitor and review as appropriate.

Attendance not improving

→ Move to formalised support.



4. Formalised support

Where appropriate, the school may:

- arrange a formal attendance meeting;
- develop an attendance support plan;
- agree specific actions and expected improvements;
- identify support from other services;
- set a review date; and
- explain the potential consequences of continued unauthorised absence.



5. Review support plan

The school will review:

- attendance and punctuality;
- the effectiveness of the support provided;
- engagement with the pupil and family;
- any changes in circumstances; and
- whether further support or intervention is required.



6. Further intervention

Where attendance does not improve despite appropriate support, or where the circumstances require more formal intervention, the school will consider:

- further support from the Local Authority;
- Targeted Support arrangements;
- Children's Social Care involvement where appropriate;
- Children Missing Education procedures where appropriate;
- a penalty notice where the relevant legal requirements are met; and/or
- other statutory intervention.

Any statutory intervention will be undertaken in accordance with current legislation, Department for Education statutory guidance and Devon County Council's arrangements.

Persistent or severe absence

Where a pupil becomes persistently or severely absent, or is at risk of doing so, the school will consider whether additional or more intensive support is required.

Persistent and severe absence will not be treated solely as a percentage threshold. The school will consider the individual circumstances of the pupil, the reasons for absence, the barriers to attendance and any relevant safeguarding or welfare concerns.

Trust monitoring thresholds

Schools may use additional attendance percentages or other indicators as internal monitoring triggers. These are intended to support early identification and intervention and do not replace professional judgement or the statutory definitions of persistent and severe absence.



