ANGLIAN LEARNING

BASSINGBOURN
VILLAGE COLLEGE

Attendance Policy

2026/27

Respect | Responsibility | Resilience

Revised draft for ratification

Yellow highlighting identifies wording that is new or materially revised from the 2025/26 policy.

Policy owner	Senior Attendance Champion
Status	On website
Review cycle	Annual, or earlier following material statutory or operational change

Document control

Field	Current position
Policy title	Attendance Policy 2026/27
Applies to	All pupils, parents and carers, staff, governors and trustees where relevant
Effective period	Academic year 2026/27 following ratification
Next scheduled review	July 2027
Related documents	Attendance Strategy 2026/27; Inclusion Strategy 2026/27; Safeguarding and Child Protection Policy; SEND Policy; Behaviour Policy; Supporting Pupils with Medical Conditions Policy; Mental Health and Wellbeing Policy; Anglian Learning Alternative Provision Guidance
Operational systems	Bromcom for registers, attendance analysis and family communication; MyConcern for safeguarding; statutory attendance returns, Local Authority referrals and formal attendance records

Change-tracking note. Yellow highlighting is provided for review. It should be removed when the policy is approved and issued as the final publication.

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At a glance

For 2026/27, attendance is a whole-school safeguarding and inclusion responsibility. Staff act on emerging patterns before absence becomes entrenched and use:

Notice → Diagnose → Intervene → Review → Adapt or Escalate.

Every targeted case has one primary barrier, a named owner, no more than two current interventions, measurable success criteria and a review date. Immediate safeguarding concerns override attendance thresholds.

1. Purpose, principles and scope

1.1 Purpose

Bassingbourn Village College is committed to meeting its duties for school attendance and to ensuring that every pupil can benefit from the education, relationships and opportunities provided by the academy.

Regular attendance supports learning, friendships, personal development and a pupil's sense of belonging. Absence can be both a cause and a symptom of wider difficulty, so improving attendance requires high expectations alongside careful diagnosis and practical support.

This policy explains the academy's attendance expectations, registration arrangements, response to absence, support for pupils who face barriers and the circumstances in which formal action may be considered.

1.2 Attendance vision and operating principles

Bassingbourn Village College is a community school that cares about pupils. Good attendance begins with a calm, safe and supportive school in which pupils are known, valued and ready to learn.

- We set high expectations for attendance and punctuality while recognising that some pupils face greater barriers than others.
- We build strong relationships with pupils and families and listen carefully before deciding what response is required.
- We act on patterns, rapid decline, lesson absence and lateness before absence becomes entrenched.
- We treat unexplained or concerning absence as a safeguarding matter, regardless of the pupil's current percentage.
- Every targeted case has a named owner, a recorded primary barrier, measurable success criteria and a review date.
- Support is reviewed and changed when it is not increasing attendance or educational access.

1.3 Scope

This policy applies to all pupils on the academy's admission register, their parents and carers, staff, governors and trustees where relevant. It covers the admission and attendance registers, morning and afternoon sessions, lesson registration, education away from the academy and the follow-up of absence.

The policy should be read with the Attendance Strategy 2026/27, Inclusion Strategy 2026/27, Safeguarding and Child Protection Policy, SEND Policy, Behaviour Policy, Supporting Pupils with Medical Conditions Policy and the academy's arrangements for alternative provision.

1.4 Legislative and guidance framework

This policy has regard to the Department for Education's statutory guidance Working together to improve school attendance (July 2026) and the legal framework governing school attendance.

- Education Act 1996, including parental duties and Local Authority powers
- Education Act 2002 and Education and Inspections Act 2006
- School Attendance (Pupil Registration) (England) Regulations 2024
- Education (Penalty Notices) (England) Regulations 2007, as amended

- Equality Act 2010
- Children and Families Act 2014 and the SEND Code of Practice
- Keeping Children Safe in Education 2026, in force from 1 September 2026
- Children missing education: statutory guidance for local authorities and schools (September 2025)
- Mental health issues affecting a pupil's attendance: guidance for schools
- Children's Wellbeing and Schools Act 2026, as provisions are commenced

1.5 Relationship with the Inclusion Strategy

Attendance operates through the academy's One Front Door approach. Where a pupil is not accessing learning, staff identify the main barrier, select the most relevant response, review its impact and change direction when the response is not working. Attendance is not treated as a separate pathway from safeguarding, SEND, behaviour, pastoral support or mental health and wellbeing.

2. Roles and responsibilities

Detailed responsibilities are set out in Appendix A. The following sections establish the core lines of accountability.

Role	**Core responsibilities**
Local Governing Body	Approve and monitor the policy; scrutinise attendance, punctuality, persistent and severe absence; hold leaders to account for statutory compliance, inclusion and the impact of attendance practice; review patterns and disproportionality.
Principal	Establish a whole-school culture in which attendance is everyone's responsibility; ensure statutory attendance duties are met; appoint a Senior Attendance Champion; allocate sufficient resources; ensure registers, safeguarding action, reporting and formal decisions are accurate and lawful.
Senior Attendance Champion	Lead the attendance strategy; set expectations, thresholds and escalation routes; oversee data analysis and case-management quality; ensure staff are trained; coordinate work with the Local Authority; assure the fairness and effectiveness of support and formal action.
Attendance and pastoral leaders	Monitor attendance, punctuality and lesson absence; oversee first-day response and family communication; identify emerging patterns; diagnose barriers; coordinate attendance plans and interventions; review impact and escalate cases when progress is not secured.
SENDCo and inclusion staff	Help identify barriers to attendance and educational access; advise on reasonable adjustments and graduated support; ensure medical, SEND, safeguarding and pastoral information informs decisions; support reintegration and review reduced or alternative provision arrangements.
All staff	Promote belonging and high attendance; take accurate registers; notice changes in attendance, punctuality or engagement; complete return conversations; deliver agreed support; record concerns accurately and pass safeguarding concerns on without delay.
Pupils	Attend every day unless there is a valid reason for absence; arrive on time and ready to learn; attend all registered lessons and activities; explain barriers honestly; take part in agreed support and attendance plans.

Parents and carers	Fulfil their legal responsibility for attendance; report absence by 9:00 on every day of absence; provide accurate information; arrange appointments outside school hours where possible; keep contact details current and engage with meetings, support and formal processes.

3. Attendance culture and daily expectations

3.1 Belonging, relationships and high expectations

Attendance is promoted through daily relationships, a purposeful curriculum, predictable routines and a strong sense of belonging. Staff should communicate that pupils are wanted in school and that absence will be noticed and followed up.

Attendance is everyone's business. It is not the sole responsibility of the Attendance Officer or pastoral team, and it should be considered alongside behaviour for learning, SEND, bullying, safeguarding and wellbeing.

3.2 Daily attendance, punctuality and readiness

Pupils should arrive on site in time to be in their registration base and ready to learn by 8:55.

Patterns of lateness are followed up because they reduce learning time and may indicate transport, family, emotional, relational or safeguarding barriers. The response should address the pattern rather than treating each late mark as an isolated event.

3.3 Morning and afternoon registration

Morning registration is taken at 8:55 and closes at 9:25. Afternoon registration is taken at 13:40 and closes at 14:10.

- A pupil arriving after the register begins but before it closes is recorded using code L.
- A pupil arriving after the register closes is recorded using code N unless another absence code is more appropriate.
- Every pupil on the admission register must receive the correct national code for each session.

3.4 Registration for lessons and other sessions

Teachers take an electronic register at the start of every lesson and any other registered educational session. A pupil who is missing unexpectedly must be reported through the academy's safeguarding and on-call arrangements without assuming that another colleague has located them.

Students not present at the start of a lesson

Staff should complete the lesson register promptly. Where a student is not present, allow up to five minutes before sending a Call In alert. If the student remains unaccounted for after this time, the alert must be sent and the register kept accurate.

Where a pupil attends education away from the academy, the relevant provider must confirm attendance and notify the academy promptly of absence so that the register can be completed accurately.

3.5 Reporting absence

On each day of unplanned absence, a parent or carer must contact the academy by 9:00 by telephone or email.

Parents should provide the reason for absence and an expected return date where known. Medical information will only be requested when it is necessary to understand the absence, determine the correct code or arrange suitable support.

3.6 First-day response

The academy contacts the parent or carer on the morning of the first day of unexplained absence. If contact is not made, staff will use the available emergency contacts and consider information held by the attendance, pastoral, SEND and safeguarding teams.

Any immediate or high-risk concern is escalated to the DSL without delay. The timing of welfare calls, home visits, police contact, social care contact or a Local Authority referral is determined by risk, not by waiting for a fixed number of days.

4. Recognition and engagement

4.1 Recognising good and improving attendance

The academy may recognise strong attendance, improved attendance, sustained engagement with a plan or a successful return following absence. Recognition should reinforce belonging and positive routines rather than shame pupils whose attendance is affected by illness, disability or circumstances outside their control.

4.2 Fairness, SEND and equality

Attendance information is interpreted in context. The academy will consider disability, medical needs, SEND, religion or belief, pregnancy, caring responsibilities and other relevant circumstances when deciding how to recognise attendance or respond to absence. High expectations remain, but the route to improvement may be adjusted.

4.3 Pupil voice

Pupils should be able to explain what is making attendance difficult, what has already been tried and what would make the next step more achievable. Pupil voice informs diagnosis and planning but does not remove the academy's duty to secure education or act on safeguarding concerns.

4.4 Working with parents and carers

The academy works in partnership with parents and carers, sharing attendance information through Bromcom and direct communication. Meetings should identify the barrier, agree a small number of actions, name the responsible adults and set a review date. Support and challenge should be clear, respectful and proportionate.

5. Responding to absence

5.1 Principles

The response to absence begins with curiosity and safeguarding. Staff consider the pattern, reason, frequency, duration, previous support and the pupil's wider circumstances. A percentage alone does not determine risk or the appropriate response.

5.2 Unplanned absence

Absence due to illness will normally be authorised when the academy is satisfied that the pupil is unable to attend. Where there are genuine concerns about the reason, frequency or pattern, staff may seek further information and will explain this to the parent or carer. If the academy is not satisfied that the absence is authorised, the appropriate unauthorised code will be used.

Pupils with mild coughs, colds or sore throats who are otherwise well can usually attend. Pupils with diarrhoea or vomiting should follow current public-health advice before returning. Parents should contact the academy when unsure.

5.3 Planned absence and medical appointments

Parents should arrange routine medical and dental appointments outside school hours where possible. When this is not possible, the academy should be informed in advance, and the pupil should miss only the time reasonably necessary.

Other requests for leave must be made in advance and will be decided in accordance with section 8.3.

5.4 Lateness and missed sessions

Repeated lateness, lesson absence or failure to attend a registered activity is analysed as an attendance pattern. Parents may be contacted and the pupil may receive support or a consequence under the Behaviour Policy. Any response must also consider whether the pattern indicates SEND, bullying, anxiety, transport difficulty or safeguarding risk.

5.5 Early conversations and supportive action

Emerging concerns should trigger a proportionate conversation with the pupil and parent or carer. The purpose is to understand the main barrier, reinforce expectations and agree the next action before absence becomes established.

- Supportive contact from a mentor, tutor or pastoral leader
- Help with routines, transport, equipment, relationships or missed learning
- A short attendance check-in or report with a defined review point
- Reasonable adjustments or referral through the One Front Door process
- Early Help or involvement from another appropriate service

5.6 Return following absence

A returning pupil should be welcomed and helped to re-enter learning. Staff should avoid public questioning or comments that create shame. Where absence has been extended or the pupil is anxious about return, a named adult will coordinate a time-limited reintegration plan and ensure that essential missed learning is addressed.

6. Support, SEND and reasonable adjustments

6.1 One Front Door approach

When a pupil is not accessing education, the academy does not repeat the same response without evidence of impact. The One Front Door process brings together attendance, safeguarding, SEND, behaviour and pastoral information so that the primary barrier can be identified and the most relevant support selected.

6.2 SEND, disability and equality

The academy will consider its duties under the Equality Act 2010 and Children and Families Act 2014. Reasonable adjustments are planned, purposeful and reviewed. They should remove a barrier to education and should not create an open-ended arrangement in which educational access reduces without review.

The SENDCo's professional advice is central to decisions about SEND provision. Attendance, safeguarding and operational oversight remain shared leadership responsibilities, particularly where an adjustment changes supervision, movement, curriculum access or time in school.

6.3 Medical needs

Pupils with medical needs will be supported in line with the academy's medical conditions arrangements and relevant statutory guidance. Support may include an individual healthcare plan, reasonable adjustments, liaison with health professionals and a planned return.

Where the academy reasonably believes that a pupil will miss 15 days consecutively or cumulatively because of sickness, it will make the required sickness return and work with the Local Authority to consider continuity of education.

6.4 Emotionally Based School Avoidance

Emotionally Based School Avoidance describes a pattern in which emotional distress is a significant factor in difficulty attending or remaining in school. It is not a medical diagnosis, an attendance code or a complete explanation of absence. The academy will identify the function and primary drivers using attendance patterns, pupil and family voice, school evidence and relevant professional information.

Support will maintain a clear expectation of increasing educational access, use a named adult and measurable graded reintegration steps, and be reviewed at least fortnightly. EBSA does not automatically make absence authorised.

6.5 IAEPs and temporary part-time timetables

An IAEP or temporary part-time timetable is an exceptional, short-term arrangement used only where it is in the pupil's best interests. It must not disguise non-attendance or reduce the academy's responsibility to provide education.

- Senior leader authorisation, a documented rationale, parent or carer agreement and pupil voice
- A start date, end date and review at least every two weeks
- The exact sessions offered, arrangements for missed learning and a staged plan to increase attendance
- Safeguarding arrangements for time not in school and consideration of SEND or medical needs
- Monitoring of attendance against the reduced offer and educational access against full-time education

6.6 Alternative education arrangements

Alternative provision or education away from the academy must have clear commissioning, safeguarding, supervision, curriculum and attendance-reporting arrangements. The academy remains responsible for knowing whether the pupil has attended and acting promptly when they have not.

Remote education is a last resort after reasonable adjustments have been considered and should form part of a wider reintegration plan. A pupil receiving remote education while absent is still recorded as absent using the most appropriate code.

6.7 Reintegration and increasing educational access

Plans should increase the pupil's safe access to suitable education over time. Review meetings record what has improved, what remains difficult and what will change next. Open-ended home learning, unrestricted lesson exit or reduced timetables that do not increase access will not continue without senior review.

7. Graduated response and case management

7.1 Identification and attendance bands

Weekly analysis identifies rapid decline, repeated patterns, lesson absence, lateness and movement between the 96-100%, 93-95%, 90-92%, below 90% and below 50% bands. The bands guide the minimum response and do not replace professional judgement or safeguarding action.

7.2 Diagnostic assessment

Before selecting a targeted intervention, the named owner records the primary barrier and considers pupil voice, family information, attendance patterns, SEND, safeguarding, relationships, curriculum access and

previous support. The academy avoids adding multiple interventions without a clear explanation of what each is intended to change.

7.3 Case ownership and attendance plans

Every targeted case has one named owner. The plan records the attendance concern, primary barrier, no more than two current interventions, the responsible adults, measurable success criteria, a review date and the next decision if progress is not made.

7.4 Interventions and review

Review checks whether the agreed actions happened and whether attendance or educational access improved. Activity alone is not evidence of impact. Reviews take place at the interval set in Appendix C and sooner where risk increases.

7.5 Adapting or escalating the response

Where the plan is not working, the academy identifies why. It may change the intervention, seek specialist advice, convene a multi-agency meeting, increase safeguarding action or move to formal attendance support. Repeating the same action without impact is not an acceptable case-management decision.

7.6 Persistent absence

A pupil is persistently absent when they miss 10% or more of possible sessions for any reason. Persistent absence requires targeted support, regular review and joint working with the family and Local Authority where appropriate.

7.7 Severe absence

A pupil is severely absent when they miss 50% or more of possible sessions. Severe absence is treated as a priority educational access and safeguarding concern. The DSL will assess risk and the academy will work with the Local Authority and other agencies to coordinate intensive support. Action will not wait for a fixed threshold where risk is already evident.

7.8 Closing or stepping down a case

A targeted case may close or step down when attendance and educational access have improved sufficiently, the main barrier has reduced and universal support can sustain progress. The owner records the outcome, explains the ongoing monitoring and identifies what will trigger renewed action.

8. Types of absence, leave and attendance codes

Every morning and afternoon session is classified using the national attendance and absence codes set out in Appendix B.

8.1 Authorised absence

Authorised absence includes illness, unavoidable medical appointments and other circumstances for which leave has been granted or an authorised code applies. Examples may include:

- An interview for entry to another educational establishment or employment, requested in advance
- A day exclusively set apart for religious observance by the relevant religious body
- Exceptional circumstances considered individually by the Principal

8.2 Unauthorised absence

Unauthorised absence is absence for which no authorised code applies, the reason has not been provided within the permitted time, or the academy is not satisfied that leave should be granted. This may include avoidable absence for tiredness, birthdays, day trips, term-time holidays or arrival after the register has closed.

8.3 Leave during term time

There is no entitlement to holiday during term time. A request for leave must be made in advance to the Principal and will be considered on its individual facts. The academy will not operate a blanket list of circumstances that are automatically exceptional.

Where the national threshold is met, 10 sessions of unauthorised absence in a rolling 10-school-week period, the academy must consider whether a penalty notice is appropriate. Sessions may be consecutive or non-consecutive and may span terms or school years. The decision remains individual and is explained in section 10 and Appendix D.

8.4 Approved educational activities

A pupil is recorded as attending an approved educational activity away from the academy only when the statutory criteria for the relevant code are met. The academy must know the location and nature of the provision and have arrangements for supervision, safeguarding and prompt reporting of absence.

8.5 Remote education

Remote education does not count as attendance at school. The pupil must be marked absent using the most appropriate code. Engagement with remote education may be monitored separately and used to inform the pupil's reintegration plan.

8.6 Application of attendance codes

The academy applies the code that best represents the pupil's primary reason for absence and follows the July 2026 statutory clarifications. The Principal, or staff acting under delegated authority, decides whether absence is authorised. If a reason is not established within five school days, the absence remains unauthorised.

9. Safeguarding, children missing education and elective home education

9.1 Attendance as a safeguarding responsibility

Attendance information is part of the academy's safeguarding picture. Unexplained absence, sudden change, repeated lesson absence, unknown whereabouts or absence linked to a known vulnerability must be considered with information held on MyConcern and by the DSL, pastoral and SEND teams.

9.2 Unexplained absence and unknown whereabouts

Unexpected or unexplained absence triggers immediate enquiries. Where risk is indicated, the DSL acts without delay. The academy will make and record reasonable enquiries, contact relevant agencies and continue safeguarding action while a response is awaited.

Where relevant, the academy will inform a pupil's social worker or youth offending team worker of unexplained absence and will involve the Local Authority attendance or CME service when the pupil cannot be located or no longer appears likely to attend.

9.3 Children missing education

A child missing education is of compulsory school age, is not registered at a school and is not receiving suitable education otherwise. A pupil who remains on the academy roll is not technically CME, even if persistently or severely absent, although their absence may be a serious safeguarding concern.

The academy follows the Local Authority CME route, shares the required information and keeps the pupil on roll unless and until a lawful deletion ground is met and the required enquiries and notifications are complete.

9.4 Elective home education

Parents may choose elective home education and are responsible for ensuring a suitable full-time education. The academy will not encourage or pressure a family to withdraw a child and will share relevant safeguarding and SEND information with the Local Authority.

When written notification meets the statutory requirements, the academy will follow the School Attendance (Pupil Registration) (England) Regulations 2024 and the additional rules protecting pupils subject to a School Attendance Order or attending a special school. Suitable elective home education is not CME.

9.5 In-year transfers and removal from the admission register

The academy makes the required New Pupil and Deletion Returns to the Local Authority and follows up a pupil who does not arrive on an agreed starting day. A pupil is not removed from the admission register simply because attendance is poor or contact is difficult.

At the date of this draft, not all children-not-in-school provisions in the Children's Wellbeing and Schools Act 2026 are in force. The academy will implement commenced provisions and updated statutory guidance during the policy period where required.

10. Statutory action and Local Authority partnership

10.1 Working with the Local Authority School Attendance Service

The academy works with Cambridgeshire's School Attendance Support Team through advice, Targeting Support Meetings, case discussion and formal referral. Information is shared lawfully to support the pupil and fulfil statutory attendance duties.

10.2 Formal attendance support

Where voluntary support has not secured improvement, or a more formal arrangement is needed, the academy may use an attendance contract or another formal plan. The record identifies the attendance concern, support already provided, actions for the family and academy, the review period and the consequence of insufficient improvement.

10.3 Notice to Improve

Where the national threshold has been met and support is appropriate but has not worked or has not been engaged with, a Notice to Improve will usually give a final opportunity to improve before a penalty notice is issued. The improvement period is between three and six weeks and the required improvement must be stated clearly.

10.4 Penalty notices

The national threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. Meeting the threshold requires the academy to consider a penalty notice, but does not make one automatic. The decision considers whether support is appropriate, whether it has been provided and engaged with, whether a notice is likely to change behaviour, the academy's Equality Act duties and the Cambridgeshire code of conduct.

10.5 Education Supervision Orders and other legal routes

Attendance legal intervention may include:

- An attendance contract
- An Education Supervision Order
- A penalty notice
- Attendance prosecution

- A Parenting Order following prosecution

Legal intervention applies only to pupils of compulsory school age and must be considered individually. Where safeguarding concerns remain, the academy and Local Authority will also consider whether statutory children's social care involvement is required.

10.6 Evidence, decision-making and proportionality

The Senior Attendance Champion ensures that formal decisions are supported by an accurate attendance certificate, chronology of contact and support, pupil and family circumstances, reasonable-adjustment considerations, previous notices and a clear explanation of why the proposed action is suitable. The impact of any action is reviewed and an alternative response considered when attendance does not improve.

11. Recording, monitoring and review

11.1 Correct record for the purpose

Bromcom is the authoritative record for admission and attendance registers. MyConcern is used for safeguarding information. Attendance casework, family contact, plans and formal decisions are recorded in the system designated for that purpose so that staff can distinguish statutory register entries from wider case-management evidence.

11.2 Data quality

The attendance register is maintained electronically. If an entry is amended, the record retains the original entry, the amended entry, the reason, the date and the person making the amendment. Register errors and unexplained codes are corrected promptly through the agreed checking process.

11.3 Monitoring and equality review

Attendance is analysed weekly at pupil, group and academy level. Leaders review overall attendance, persistent and severe absence, punctuality, lesson absence, rapid decline and the experience of groups including pupils with SEND, disadvantaged pupils, pupils with a social worker, young carers and pupils receiving alternative or reduced provision.

Leaders examine whether attendance responses, recognition and formal action are applied fairly and whether reasonable adjustments are improving access.

11.4 Governance and assurance

The Senior Attendance Champion reports trends, priority cohorts, case-management quality, statutory compliance and the impact of improvement activity to senior leaders and governors. Assurance includes sampling registers, first-day response, plans, review records, Local Authority returns and formal decisions.

11.5 Record retention

Each attendance-register entry is retained for six years after the date on which it was made. Other attendance and safeguarding records are retained in accordance with the academy's retention schedule, data-protection duties and the purpose for which they were created.

11.6 Review of this policy

The policy is reviewed annually and earlier when legislation, statutory guidance, the Local Authority code of conduct or academy practice changes materially. The Senior Attendance Champion is responsible for ensuring that the policy and operational procedures remain aligned.

12. Complaints

Concerns about the application of this policy should normally be raised with the relevant member of staff so that the issue can be resolved promptly. Formal complaints are considered under the academy's

Complaints Policy. The complaints process does not suspend safeguarding action, statutory register duties or a lawfully issued attendance decision.

Appendix A. Detailed roles and responsibilities

Anglian Learning Trustees and Executive Team
• Provision of Attendance framework, policy and resources. • Provision and development of Power Bi attendance software and staff training. • Oversight of the implementation of policies and the monitoring of attendance trends at a Trust level. • Reports to the Trust Board. • Strategic groups and improvement networks – training, sharing and development of best practice. • Monitoring visits and Blueprint enquiries.
Local Governing Body
• Approve and ratify any local amendments to the Attendance Policy. • Monitoring of attendance figures and processes, holding leaders to account where needed. • Oversight of the implementation of the Attendance Policy. • Governors challenge outcomes, disproportionality, implementation of the 2026/27 attendance model and statutory compliance, not only the headline attendance percentage.
Principal
• Whole school culture that promotes the importance of high attendance through relational approaches with families and pupils and creating a sense of belonging to the school community. • Appointment of a senior leader as Senior Attendance Champion • Ensure that every member of staff knows and understands their responsibility for safeguarding and knows how this links with poor attendance. • Ensure that every member of staff knows and understands their responsibilities for attendance and receives training appropriate to their role. • Suitably resource support for attendance using Pupil Premium funding if necessary. • Analysis and awareness of school context in relation to local, Trust and national trends. • Report termly to the Local Governing Body and the Trust. • Complete the Anglian Learning Inclusion Blueprint evaluation. • Ensure that appropriate attendance data is shared with the DfE and LA, including those on temporary reduced timetables and those on a medical protocol. • Ensure the Attendance Policy is applied fairly and consistently and recognise the individual needs of pupils and their families who have specific barriers to attendance considering obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

Senior Attendance Champion

- Reinforcement of a whole school culture that promotes the importance of high attendance through relational approaches with families and pupils and creating a sense of belonging to the school community.
- Oversight of attendance data. **Weekly** analysis of attendance reports and trends at a school and group level. Monitor trends
- Sharing of attendance trends and information with the wider leadership team and agencies
- Daily oversight of the timeliness and accuracy of attendance registers.
- Training on attendance for all staff, including those completing induction
- Develop and have oversight of the attendance strategy, monitoring and reviewing the impact of reward systems and raising awareness initiatives.
- Clear communication of policy and day to day attendance protocols to staff and families, ensuring all are informed and aware of their attendance roles and responsibilities.
- Work with other senior leaders, such as SENCo, PP lead and Designated Safeguarding Leads to develop short and medium term attendance strategies and interventions for groups of pupils and families
- At least fortnightly meetings between safeguarding, SEND and pastoral staff to address any concerns about the attendance of vulnerable pupils and those on AP or reduced timetables.
- Make decisions about FPNs, attendance contracts and Education Supervision Orders.
- Liaise with PSHE and assembly leads, responding to attendance trends.
- Own the 2026/27 attendance bands, escalation decisions, quality assurance and the requirement that every targeted case has a named owner, success criteria and a review date.
- Oversight of the records of families who have elected to EHE, in year transfers and follow up on welfare calls. Liaise with the Designated Safeguarding Lead around potential and ongoing CME cases.
- Oversight of families with significant attendance concerns, making welfare calls and home visits as appropriate.

Designated Safeguarding Lead, SENCo, Pupil Premium leads

- Provide safeguarding and SEND support and advice to attendance colleagues as appropriate, including in response to term-time leave requests and CME cases, taking safeguarding action where necessary.
- Inform agencies such as the LA SEND teams, Virtual School and Social Care of vulnerable pupil absences.
- Make referrals to appropriate agencies as needed.
- A minimum of a fortnightly meeting with the Attendance Officer / Team to review the attendance of the pupils on the school's Vulnerable List and agreeing any action needed.
- Ensure all pupils who are Severely Absent have appropriate safeguarding plans in place and are monitored on My Concern.
- Liaise with appropriate agencies and make timely referrals for pupils who experience EBSA, or who have medical / SEND needs supporting with the development of individual plans.
- Carry out assessments / screeners where access to learning is identified as a barrier to school attendance.

Subject Teachers

- Reinforcement of a culture that promotes attendance through relational approaches and a sense of belonging.
- Recognition that barriers to learning and difficulties accessing the curriculum can directly impact attendance levels.
- Accurate recording of the attendance of all pupils on their class list including late and missing marks.
- Highlight and report any anomalies in their class list.
- Raise an alert if any pupil with a safety / risk plan is missing.
- Support reintegration after periods of absence through ensuring that missed work is provided and support made available
- Contact home in instances of repeat lateness and or truancy.

Pastoral / Support staff

- Reinforcement of a culture that promotes attendance through relational approaches and a sense of belonging.
- Meetings with parents and pupils to understand the barriers to attendance and to develop good home school relationships.
- Referrals to agencies and signposting of support as appropriate.
- Delivery of targeted interventions if required.
- Welfare calls and Home visits.

Attendance Officer

- Daily registers, responsibility for updating and checking the accuracy of coding. Provide appropriate support and challenge to establish good registration practice.
- Check the register to identify those pupils that have not registered in school – alert relevant people to locate pupils.
- Check phone calls / emails / other messages from parents reporting absence. Record on MIS.
- First Day phone calls to vulnerable pupils and families by 9.30 am.
- First Day texts / emails home or phone calls for all other pupils and families by 10.30 am.
- Record any communications with families on the appropriate system.
- Where identified as part of their responsibility - daily monitoring of AP attendance and phone calls home.
- Meet with attendance champion and pastoral leads at least fortnightly to identify absence patterns and identify those pupils / families that need interventions.
- Undertake home visits in line with safeguarding responsibilities to engage families and ensure children are safe.
- Co-ordinate and send attendance letters home. Organisation of meetings and ACMs. Liaison with the Local Authority attendance team as required to issue fixed penalty notices.
- Respond to term time leave requests.
- Implement children missing in education (CME) procedures when appropriate.
- Run weekly band-movement reports and maintain the live case tracker, ensuring every priority case has an owner, action and review date.
- Follow reporting procedures for parents who have requested to Home Educate their child(ren).
- Follow procedures when deleting a pupil from roll or transferring from another school.
- Meet with LAAO on the allocated visits to the school, who will also monitor the registers and follow up on any identified concerns.
- Monitor absences for illness and requests for leave to attend medical appointments
- Complete a Medical Needs Assessment on pupils with absences of 15 days during the school year.
- Where absences are recorded as unexplained, input the correct code as soon as the reason is ascertained, no less than 5 school days after the session.

Achievement Lead

- Promotion of a welcoming relational approach. A recognition that issues with bullying, child on child abuse or relational conflict can affect attendance.
- Assemblies, letters home, rewards.
- Promotion of extracurricular activities to engender a sense of belonging and engage - target specific pupils / groups.
- Use of reporting systems to quickly identify pupils whose attendance is declining below 95 %. Early supportive intervention and follow up at this stage.
- Weekly monitoring of attendance trends at a year group and individual level, identify families to receive attendance letters / ACMs.
- Keep parents and families up to date on their child's attendance and absence record – communicated in an accessible format.
- Hold or join attendance meetings and create individual attendance plans. Identify barriers to attendance, working with families to support improved attendance.
- Refer to appropriate agencies as required and signpost families to support.
- Co-ordination with teachers to support catch up work for pupils who have been absent.
- Communicate with teachers and form tutors if there are reasons as to why pupils cannot attend school.
- Monitoring of pupils off school for medical reasons, reduced timetables or alternative provision - oversight of welfare calls / meetings.

Mentor

- Promotion of a warm relational approach. Creation of a sense of belonging in form groups
- Welcome pupils each morning with genuine warmth. Pay particular attention to developing strong rapport with vulnerable groups.
- Form time promotion and reminders of attendance.
- Follow up with pupils in form who have been absent or have repeated lates. Early identification of trends.
- Check on pupils' wellbeing, social interactions and ensure they are provided with work to catch up on.
- Phone calls home to follow up on absences and offer support.
- Phone calls / postcards / reward points to celebrate good or improving attendance.

Teaching Assistants and Support Staff

- Reinforcement and promotion of a culture that promotes attendance through relational approaches and a sense of belonging.
- Report concerns regarding an individual pupil's attendance to the Head of Year or the attendance lead.
- Delivery of targeted interventions as required.
- Follow up of pupils who have been absent as required.
- Check ups on pupil wellbeing and social interactions - understanding that relational conflict, child on child abuse and bullying can have an impact on attendance rates.

Appendix B. Attendance codes

The academy applies the national attendance codes and the July 2026 statutory clarifications. Approved off-site activity codes are used only where supervision, safeguarding and absence-reporting arrangements meet statutory requirements. Remote education does not count as attendance at school.

Code	Meaning	Type
/ \	Present at the school / morning / afternoon	Present Mark
B	Attending any other approved educational activity	Attending an approved educational activity
C	Authorised circumstance (see next page for breakdown)	Authorised Absence
D	Dual registered at another school	Not a possible attendance
E	Suspended or permanently excluded and no alternative provision made	Authorised Absence
G	Holiday not granted by the school or days in excess	Unauthorised Absence
I	Illness (not medical or dental appointment)	Authorised Absence
J1	Leave of absence for the purpose of attending an interview for employment or admission to another educational institution	Authorised Absence
K	Attending education provision arranged by the Local Authority	Attending an approved educational activity
L	Late arrival before the registers have closed	Present Mark
M	Attended a medical appointment	Authorised Absence
N	Reason for absence not yet established	Unauthorised Mark
O	Absent in other or unknown circumstances	Unauthorised Absence
P	Participating in a sporting activity	Attending an approved educational activity
Q	Unable to attend the school because of a lack of access arrangements	Not a possible attendance
R	Religious Observance	Authorised Absence
S	Leave of absence for the purpose of studying for a public examination.	Authorised Absence
T	Parent travelling for occupational purposes, and the pupil has attended for at least 200 sessions in the preceding 12 months.	Authorised Absence
U	Arrived in school after registration closed	Unauthorised Absence
V	Attending an Educational Trip or Visit	Attending an approved educational activity
Code	**Meaning**	**Type**
W	Attending Work Experience	Attending an approved educational activity
X	Non-compulsory school age pupil not required to attend school (only use when not timetabled to attend)	Not a possible attendance
Y	Unable to attend school because of unavoidable cause (see next page for breakdown)	Not a possible attendance
Z	Prospective or previous pupil not on admission register	Not expected to attend
Code	**Meaning**	**Type**
The Y code: Unable to attend school because of unavoidable cause, is broken down into the following sub codes to provide better differentiation of the reason:		

Code	Meaning	Type
Y1	Unable to attend due to transport normally provided not being available	Not a possible attendance
Y2	Unable to attend due to widespread disruption to travel	Not a possible attendance
Y3	Unable to attend due to part of the school premises being closed. For example, this may be due to damage or teacher strikes.	Not a possible attendance
Y4	Unable to attend due to the whole school site being unexpectedly closed. For example, extreme weather, damage, no hot water, or heating.	Not a possible attendance
Y5	Unable to attend as pupil is in criminal justice detention.	**Not a possible attendance**
Y6	Unable to attend in accordance with public health guidance or law. Travel or attendance: contrary to or prohibited by any guidance relating to the incidence or transmission of infection or disease.	Not a possible attendance
Y7	Unable to attend because of any other unavoidable cause. For example, an emergency has prevented the pupil from attending. The unavoidable cause must be something that affects the pupil, not just the parent.	Not a possible attendance
The C code: Authorised Absence is broken down into the following sub codes to provide better differentiation of the reason:		
C	Leave of absence for exceptional circumstances. Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school. A leave of absence is granted entirely at the school's discretion.	Authorised Absence
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.	Authorised Absence
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable.	Authorised Absence

Appendix C. Attendance response framework 2026/27

NOTICE → DIAGNOSE → INTERVENE → REVIEW → ADAPT OR ESCALATE

Band	Required response	Default ownership and review
96–100%	Same-day or return conversation; proportionate positive family contact; reinforce routines; monitor emerging patterns and vulnerability.	Mentor/teacher supported by Attendance Officer. Weekly data check.
93–95%	Structured pupil conversation; parent/carer contact; two-week report or check-in; targeted practical or relational support; no more than two interventions.	Attendance Achievement Lead or named pastoral lead, coordinated by Attendance Officer. Formal two-week review.
90–92%	Diagnostic screening; formal family meeting; Home–School Attendance Agreement or Attendance Support Plan; SMART target and named adult/safe base where justified.	Attendance Achievement Lead and Attendance Officer. Two-week evidence cycle.
Below 90%	Formal personalised plan; weekly monitoring; coordinated attendance, SEND, safeguarding and pastoral response; attendance contract or external referral considered.	Named case lead overseen by Senior Attendance Champion. Weekly review.
Below 50%	Severe Absence Plan; safeguarding risk assessment; clear education offer; multi-agency/Local Authority involvement; structured reintegration; statutory action where appropriate.	Senior Attendance Champion with DSL and SENDCo as required. Weekly senior review.

Band percentages guide the minimum response. Rapid decline, repeated lesson absence, known vulnerability or safeguarding risk may require a higher response at any percentage. A case remains open only while action is time-limited, measurable and reviewed.

Appendix D. Penalty notices and formal escalation

The academy applies the DfE statutory guidance and the Cambridgeshire local code of conduct in force when action is considered. A penalty notice is considered individually and is not an automatic response to a threshold.

Stage	2026/27 requirement
National threshold	10 sessions of unauthorised absence in a rolling 10-school-week period. Sessions may be consecutive or non-consecutive and may span terms or school years.
Individual decision	Consider whether support is appropriate, has been offered and engaged with, whether a notice is likely to change behaviour, and the academy's Equality Act duties.
Unauthorised holiday	Support is usually not appropriate for an unauthorised holiday; a penalty notice should normally be considered, subject to the local code and individual circumstances.
Notice to Improve	Where support is appropriate but unsuccessful or not engaged with, a Notice to Improve will usually give a final opportunity. The improvement period is normally three to six weeks and states the improvement required.
First notice in three years	£160 if paid within 28 days, reduced to £80 if paid within 21 days, per parent and per child.
Second notice in three years	£160 payable within 28 days, with no reduced rate, per parent and per child.
Third offence in three years	A third penalty notice cannot be issued to the same parent for the same child. Alternative action, often prosecution or another legal intervention, must be considered.
Other legal routes	Attendance contract, Education Supervision Order, prosecution and parenting order may be used according to the circumstances and Local Authority decision-making.

Evidence will include the attendance certificate and codes, chronology of contact and support, pupil and family circumstances, reasonable-adjustment considerations, the Notice to Improve outcome where used, previous notices and the Senior Attendance Champion's decision.

Appendix E. Contacts and referral routes

E1. Academy details

Academy Name	BASSINGBOURN VILLAGE COLLEGE
Academy opens at	8:30
Registers close at	9:25
Gates close at	N/A

E2. Attendance and safeguarding contacts

Role	Name and role	Contact Details
Headteacher/Principal	Mr Ian Stoneham	istoneham@bassingbournvc.org
Senior Attendance Champion	Mr Tom Hughes	thughes@bassingbournvc.org

Role	Name and role	Contact Details
Attendance Officer	Mrs Hayley Chell	hchell@bassingbournvc.org
Governor with responsibility for Attendance	Liz Lock	llock@anglianlearning.org
Academy Office	Mrs Gail Lambert Mrs Angela Little	office@bassingbournvc.org
Designated Safeguarding Lead	Mr Tom Hughes	thughes@bassingbournvc.org
Reporting an absence		01763 242344 attendance@bassingbournvc.org
Local Authority Attendance Officer		

E3. Referral and escalation routes

- Routine absence reporting: contact the academy by 9:00 using the telephone number or attendance email listed above.
- Immediate safeguarding concern: contact the academy and ask for the DSL. Staff record and escalate concerns through MyConcern.
- Attendance support or formal referral: the named case owner coordinates with the Senior Attendance Champion and Local Authority Attendance Improvement Officer.
- Children missing education or unknown whereabouts: refer through the required Local Authority route without delaying safeguarding action.