



# Attendance Policy

## 2025-2026

<b>Policy Tracker - Responsibility for monitoring this policy: Executive Headteacher / Headteacher</b>			
<b>Date</b>	<b>Reviewed by</b>	<b>Role</b>	<b>Date approved by Curriculum and Standards Committee</b>
September 2020	J Mackinney	CEO	Autumn 2020
January 2021	J Mackinney	CEO	Spring 2021
March 2021	J Mackinney	CEO	Spring 2021
September 2021	J Mackinney	CEO	Autumn 2021
September 2022	K Hall	DOE	Autumn 2022
September 2023	HVT HTs	HT/ EHT	Autumn 2023
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June 2025	HVT ExHT in consultation with Senior Attendance Champions	HT/EHT/Senior Attendance Champions	TBC

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## Introduction

Hales Valley Trust strongly believes that attendance and punctuality are vital for a child to maximise their personal and academic development and create a feeling of belonging within their class and school community. We ensure that our policy and procedures actively promote attendance and punctuality amongst children and their families and this forms part of our commitment to respect the right of every child, under the UN Convention on the Rights of the Child, to a quality education (Article 28).

Our attendance policy is rooted in a recognition-based approach that recognises both personal and collective achievements as well as barriers to attendance. This policy and related practice serves to prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately develop intrinsic motivation among our children, families, and staff.

In promoting the belief that attendance and punctuality are important, we help equip our children for future success by adapting a multi-tiered system of support.

## Contact Details of School Staff at Woodside Primary School

Name of Staff Member	Roles and Responsibilities	Contact Details
Sarah Green	Executive Headteacher Senior Attendance Champion	01384 818245
Emma Lee	Attendance Manager/Officer	01384 818245
Hannah Pickles	Assistant Head of School Safeguarding Leader (DSL)	01384 818245
Hollie Jennings	Head of Inclusion Mental Health First Aider	01384 818245
Aneesa Shabir	EYFS Phase Leader	01384 818245
Rachel Wood	Year 1 – 3 Phase Leader	01384 818245
Neil Bate	Year 3 – 6 Phase Leader	01384 818245
Dudley School Attendance and Education Support Service	Luan Bryan (NPOC)	Via Dudley Website and use of MyPortal

## **Legislation**

This policy is supported by the following legislation:

- The Education Acts 1996 and 2002
- The Children Act 1989
- The Crime and Disorder Act 1998
- The Anti-Social Behaviour Act 2003
- The Education and Inspections Act 2006
- The Sentencing Act 2020
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- The Education (Penalty Notices) (England) Regulations 2007, as amended
- The Education (Information about Individual Pupils) (England) Regulations 2013
- The Children and Young Persons Acts 1933 and 1963
- The Equality Act 2010
- Working Together to Improve School Attendance 2024

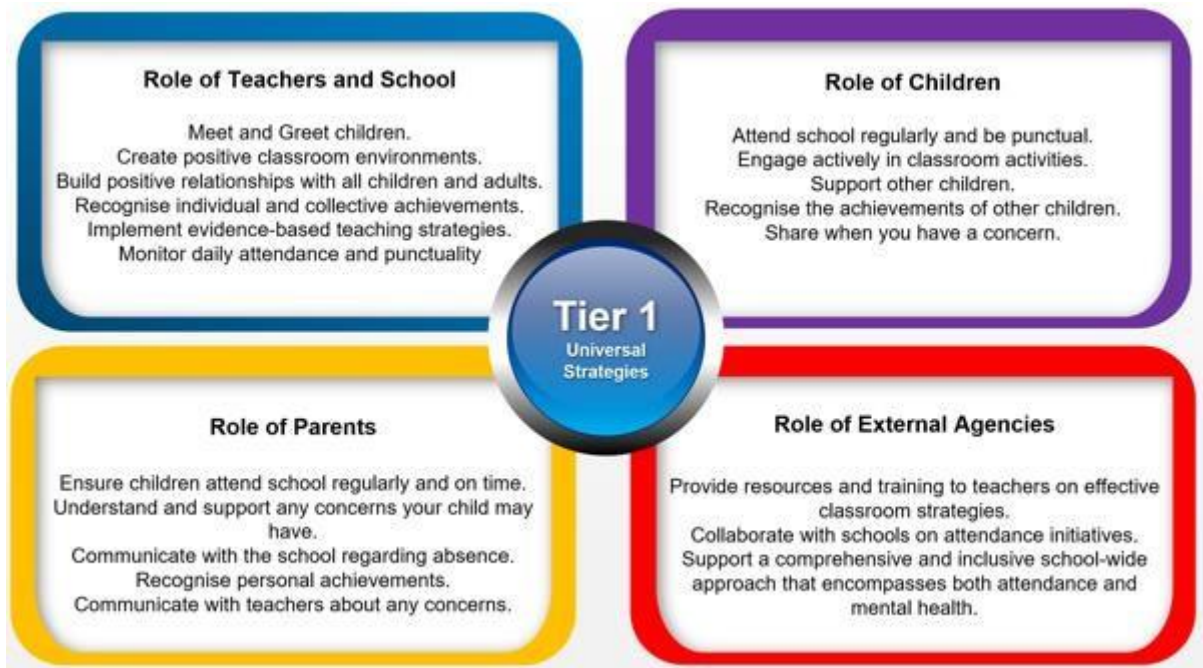
## **Relevant government and local authority guidance:**

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

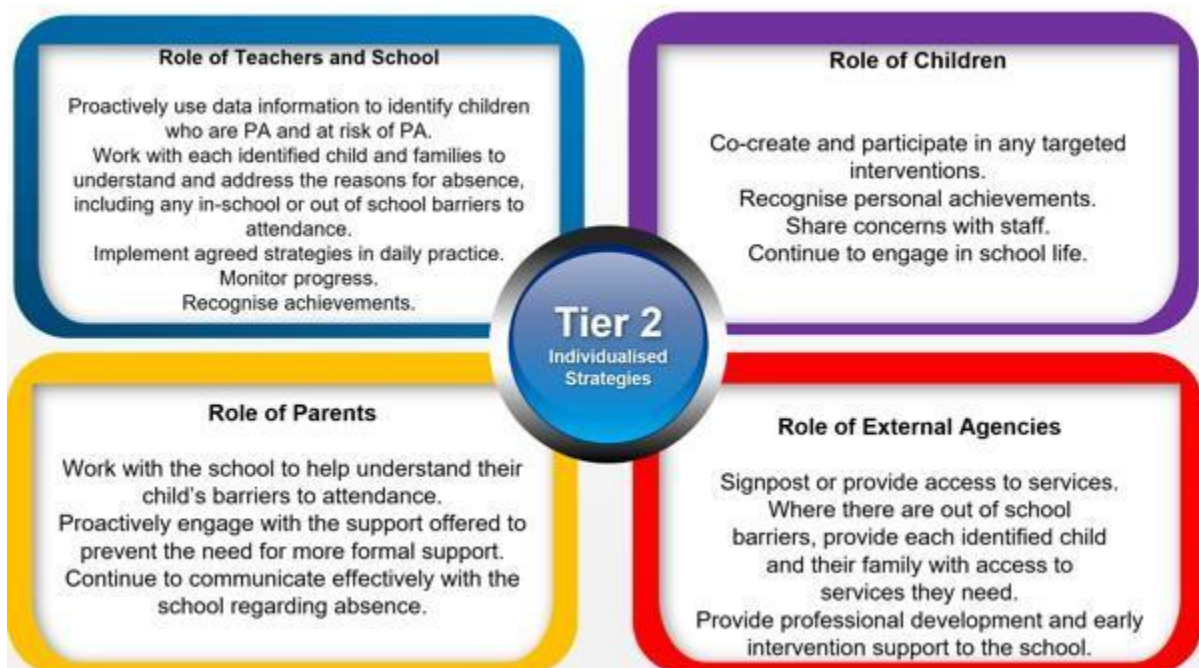
## A Multi-Tiered System of Support

To guarantee a comprehensive approach to attendance, Woodside Primary School implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.

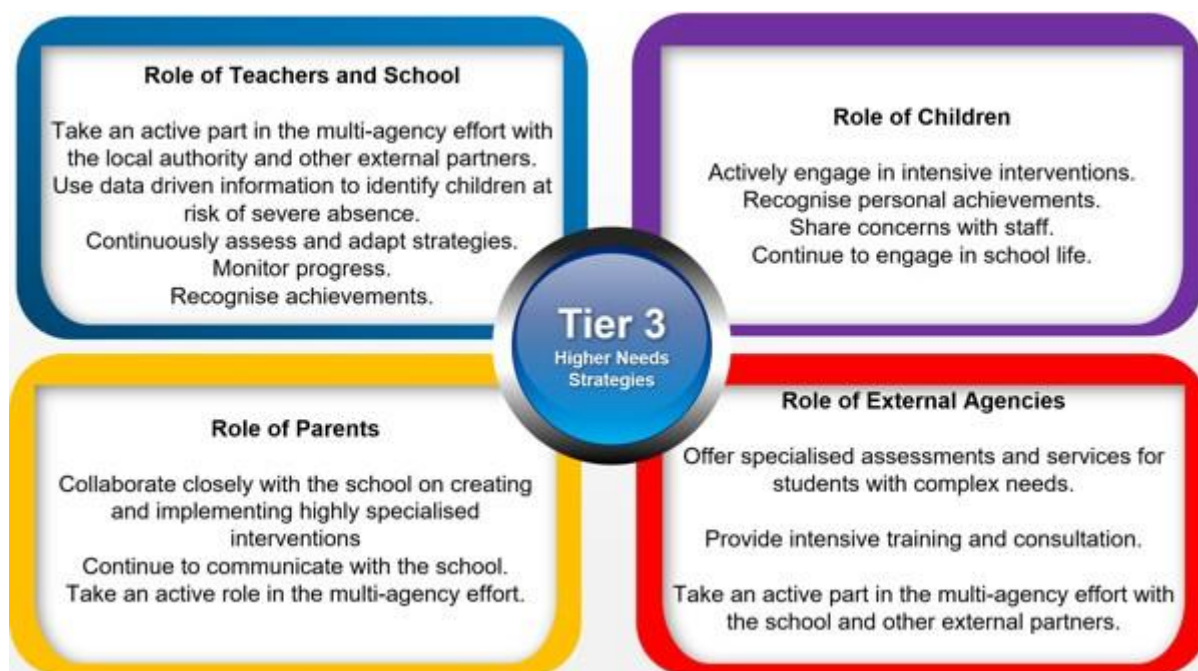
### Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



### Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



### Tier 3 - Higher Needs Strategies Support: Providing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



### The Importance of School Attendance

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- **Academic Achievement:** Regular attendance directly links with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes. Recent DFE research, [The link between attendance and attainment in an assessment year](#) (March 2025) state:
  - At both KS2 the higher the attendance band a pupil is in during the assessment year, the more likely they were to achieve a successful outcome.
  - At KS2, pupils who attended school nearly every day in Year 6 (with an attendance rate of 95-100%) were 1.3 times more likely to achieve the expected standard in reading, writing and maths compared to pupils who only attended 90-95% of the time. This means missing just 10 days of year 6 reduced the likelihood of reaching the expected standard by around 25%.
- **Knowledge Acquisition:** School is where children gain knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- **Social Development:** School provides a vital social environment our children to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- **Building Routine:** School attendance establishes a structured routine in children’s lives, teaching them time management and responsibility, which are valuable life skills. Recent DFE publication, [Year on year change in pupil attendance research report](#) (May 2025) states that children who develop poor attendance patterns are more likely to continue having poor attendance across their education.
- **Teacher Interaction:** Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- **Preventing Knowledge Gaps:** Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.

- **School Engagement:** Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- **Legal and Parental Responsibility:** Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- **Community Well-being:** High levels of school attendance contribute to the overall well-being of communities.

### **Attendance and Punctuality Expectations at Woodside Primary School**

At Woodside Primary School, we have high expectations of both attendance and punctuality. We expect every child to be in school on time everyday as far as possible. However, we are aware that at times a child may need time off school and are understanding to the factors that may influence absence from school. Where attendance begins to be a concern we will take action and more through the tiers of support.

The academic school year is 190 days. This is every child's legal entitlement. These are recorded as 380 sessions (one am and pm session per day). Schools are also required to have an additional 5 In Service Training (INSET) days that are used for staff training.

Support from the school will be triggered by:

- a decline in attendance patterns;
- children approaching or hitting the new national attendance threshold;
- unusual attendance patterns (for example, regular absence on a Friday);
- children at risk of becoming persistently absent (below 90%, 19 days or 38 sessions across a school year);
- children that are already persistently absent or severely absent.

At Woodside Primary School, we recognise high attendance levels in the following ways:

- Strong start attendance raffle encouraging strong attendance habits at the start of the year
- Weekly sharing of winning classes in assembly
- Attendance trophy given to winning class each week
- Weekly celebration through the sharing and displaying of the attendance pyramid
- Weekly attendance headlines celebrated with parents through the attendance newsflash
- House points for high attendance on a weekly and monthly basis
- Additional point given to the best house attendance each week which contributes to house competition
- Termly certificate for high attendance and 100%
- Improving attendance recognition given through phone calls home, certificates, praise postcards
- Ad hoc competitions and recognition linked to rewards such as Zoo Pass

### **Factors Influencing Attendance**

We will work with Parents/Carers to support the attendance of their child. The first priority is to understand if there are any in-school barriers, and then to discuss with Parents/Carers any wider context that may be affecting attendance.

Where the needs and barriers are individual to the child, specific support may be established, for example, pastoral check-ins, meet and greets, interventions and/or breakfast provision. If a child has an allocated social worker, we will inform them if there are any unexplained absences and work closely with any agencies involved with the child.

There are many factors which can impact on a child attending school:

- **Health Issues:** Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly. The school has a Medical Policy that contains information about time authorised for specific illnesses in line with the Public Health guidelines.

- **Family Circumstances:** Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. I
- **Socioeconomic Factors:** Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.
- **Academic Challenges:** Students facing academic difficulties or feeling overwhelmed may avoid school. They may fear falling behind or failing in their school work.
- **Cultural and Language Barriers:** Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school.
- **Parental Involvement:** Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

If you have any concerns regarding any of the above areas, please contact the school as soon as possible.

### **Supporting Attendance at Woodside Primary School**

Understanding the specific factors influencing attendance for individual children and families is essential for developing targeted interventions and support systems aimed at improving attendance outcomes.

To effectively address any identified attendance concerns, Woodside Primary School will implement a variety of strategies, including early intervention, support for vulnerable families, tailored intervention programs, and fostering a positive and inclusive school environment.

The following approaches may be employed to support families: phone calls, home visits, letters, Early Help referrals, in-school meetings, Cherry Tree support, assistance from the local family hubs, Education Support Service support, Inclusive Pathways, school admission services, and housing support.

## Day-to-Day Processes for Managing Attendance at Woodside Primary School

### Late to school

- Registration starts at 8.45am and finishes at 9.00am. However, registration can remain open until 9.15am
- If a child arrives for registration in the classroom before 9am they will be marked as present code (/ - please see appendix 1 for attendance code descriptions)
- If a child does not get to the classroom for registration before 9.00 am then they will receive the late code (L)
- If a child arrives after thirty minutes of registration, they will be marked as an unauthorised late (U)
- If a child is late due to doctors/medical appointment, Parents/Carers should make the school aware of this
- The school will monitor late marks for individual children and will contact and support Parents/Carers in ensuring that the child arrives to school on time
- If your child is late more than 5 times, we will write to you and discuss ways to support improved punctuality

### Absence reporting, first day calling & safeguarding

- If your child is going to be absent from school, it is vital that you inform the school by calling the school office or logging the absence on Parentmail, as early as possible (before 9.30am) to let the school know your child will not be in school – 01384 818245. The school has a dedicated answer phone system for registering your child's absence (option 1) or via Parentmail.
- This needs to be done every day of absence (unless your child is admitted to hospital, or has a long-term illness-related absence for a period of time – in this instance you do not need to ring every day).
- If your child is not in school and we have not had a phone call by 9.30am, the school will contact you to find out why your child is not in school.
- Where no contact is made the school will try to make contact through other contact numbers held.
- Where there continues to be a lack of contact voice messages, e-mails and home visits will be conducted. Where there are ongoing concerns, safe and well checks will be conducted by the police.

### Late collection at the end of the school day or after school events

- The school day ends at 3.20pm and children should be collected on time. Parents/carers will be given 10 minutes grace at the end of the school day to collect their child/children. After this time, children will be taken to the main school office for collection.
- When children are collected from the main school office, parents/carers will be required to sign them out using the Inventory system. This will be recorded as making a late collection.
- We accept that on rare occasions a parent/carer may be late to collect their child due to unforeseen circumstances. When these times occur, it is expected that parents/carers would inform the school by calling the school office.
- It is not the duty of the school to provide childcare after the end of the school day and where late collection is a regular occurrence, records will be maintained by the school, concerns discussed, and charges applied. This will take place after 3 recorded late collections. **Please see appendix 3 for details of charges.**

### Leave of Absence Request

All parents/carers must complete a 'Leave of Absence' form, in advance of any known and planned leave at least 15 school days before the intention take their child out of school. This can be done by completing and returning a 'leave of absence' form to the Executive Headteacher. Leave of absence requests can only be made by the parent/carer with parental rights.

It is an expectation of Hales Valley Trust that a leave of absence shall not be granted in term time unless there are exceptional circumstances (Code Y1 to Y7) or regulated performance. (Code C1) Holidays, weddings, milestone birthdays etc...are not exceptional circumstances.

Hales Valley Trust encourages parents to make appointments out of school hours. Where this is not possible, they

should get the school's agreement in advance and the pupil should only be out of school for the minimum amount of time necessary for the appointment.

When a child has had at least 5 days/10 continuous sessions of holiday unauthorised absence (coded G) the school has a duty to make a referral to the Education Support Service at Dudley Council.

### **School Closures**

The Executive Headteacher will make every effort to ensure that the school remains open for 190 days of the academic school year. However, in some circumstances, e.g. severe weather, the school may have to close. The Executive Headteacher must always consider the health, safety and welfare of every person who uses the school site, children, staff, parents/carers, volunteers and visitors. If at any point, use of the school building would be detrimental to a person or persons' health, safety and welfare, then the Executive Headteacher must close part or all of the school.

If a decision is made to close part or all of the school, the Executive Headteacher will endeavour to inform parents/carers of that decision and the details of any arrangements that have been put in place. The register for those children affected is closed for the day and coded as an enforced school closure. This does not affect a child's attendance record.

Parents/Carers should always assume that the school will remain open during term time unless told otherwise.

### **Strategies for Using Data to Target Attendance Improvement Efforts at Woodside Primary School**

Throughout the year attendance is tracked and analysed in a range of different ways:

- The whole school cohort, year group, class and house level
- Additional pupil groups including vulnerable pupils
- Pupils who have an allocated social worker or are known to social care.
- Individual pupil level
  - Pupils at risk of being persistently absent
  - Pupils who are persistently absent
  - Pupils who are severely absent
  - Pupils who are at risk of hitting the national attendance threshold
  - Pupils who have been persistently or severely absent in previous academic years
- All tracked pupils attendance will be checked for triggers for referrals:
  - National Threshold – 10 sessions unauthorised in 10 week period (Coded N, U, O, G)
  - Dudley ESS thresholds – 12 sessions unauthorised in 12 weeks (Coded N,U, O, G)
  - LOA referral – 5 days or more Leave of absence unauthorised (age 5 years+)

### **Strategy for Reducing Absence at Woodside Primary School**

We will closely monitor children whose absence level gives us concern. We will notify families in relation to concerns and provide increasing levels of support as detailed below. Communications will be timely, appropriate and sensitive to the circumstances of the families involved at any point in time. Records will be maintained using the CPOMS platform.

- **Tier 1 – Universal Support - Initial concerns** –informal engagement via teachers and/or pastoral support.
- **Tier 2 – Individualised Strategies - Initial support** –individualised strategies commence which could include initial support letter, a phone call or face to face conversations.
- **Tier 2 – Individualised Strategies - Focused support** – provision stays at tier two, individualised strategies continue but become more formalised. A focussed support letter will be sent and attendance support plan (See Appendix 4) will be completed. The meeting will focus upon barriers to attendance, agreed support, actions and targets. A review meeting/discussion date will be arranged.

- **Tier 3 – Higher Needs Strategies - Intensive support** – provision moves to tier three where progress is continuously assessed, and strategies adapted. A multi-agency approach may be required, and intensive support letter will be sent, and formal legal options may be considered.

**Pupils at Risk of Becoming Persistently Absent**

At Woodside Primary School, we utilise the tiered support approach to avoid persistent absence (19 days/38 sessions) across an academic school year. We monitor attendance both within each term and across the school year.

The following table identifies the thresholds across the year and within each term to identify the level of support provided.

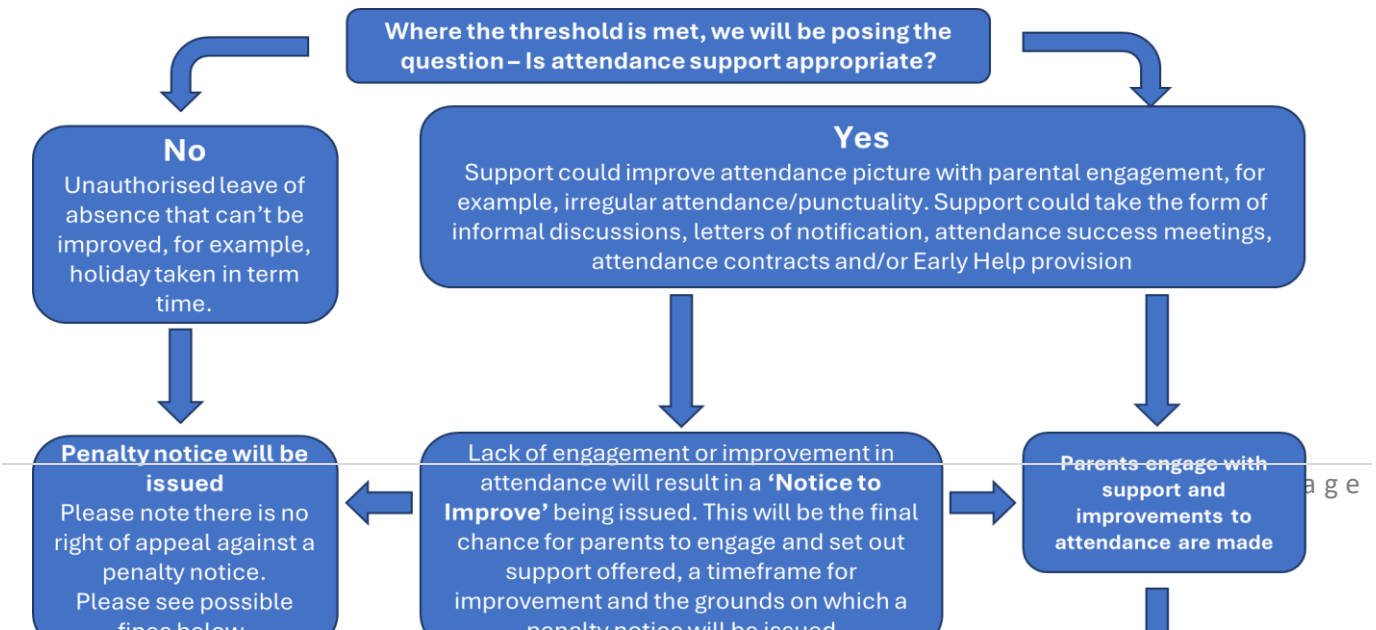
Days Absent	Autumn Term - 75 Days		Days Absent	Spring Term - 55 Days		Days Absent	Summer Term - 65 Days	
	Risk Of PA Level	Level of Support		Risk Of PA Level	Level of Support		Risk Of PA Level	Level of Support
1	Low Risk of Persistent Absence		1	Low Risk of Persistent Absence		1	Low Risk of Persistent Absence	
2			2			2		
3			3			3		
4			4			4		
5			5			5		
6	Moderate Risk of Persistent Absence	Tier 1 Initial Support	6	Moderate Risk of Persistent Absence	Tier 1 Initial Support	6	Moderate Risk of Persistent Absence	
7			7			7		
8			8			8		
9	High Risk of Persistent Absence	Tier 2 Focussed Support	9	High Risk of Persistent Absence	Tier 2 Focussed Support	9	Moderate Risk of Persistent Absence	Tier 1 Initial Support
10			10			10		
11			11			11		
12			12			12		
13	High Risk of Persistent Absence	Tier 3 Intensive Support	13	High Risk of Persistent Absence	Tier 3 Intensive Support	13	High Risk of Persistent Absence	Tier 2 Focussed Support
14			14			14		
15			15			15		
16	High Risk of Persistent Absence	Tier 3 Intensive Support	16	High Risk of Persistent Absence	Tier 3 Intensive Support	16	High Risk of Persistent Absence	Tier 2 Focussed Support
17			17			17		
18			18			18		
19+	Locked into persistent absence for the year - Tier 3 Intensive Support		19+	Locked into persistent absence for the year - Tier 3 Intensive Support		19+	Locked into persistent absence for the year - Tier 3 Intensive Support	

**Details of the National Framework for Penalty Notices**

As a result of national concerns linked to pupil attendance in school, new statutory regulations and penalty notice fines have been introduced. These legal changes were implemented on the 19<sup>th</sup> August 2024. One of the fundamental changes, was the introduction of a new national attendance threshold.

**National Attendance Threshold - 10 sessions (5 days) of unauthorised absence within any rolling 10-week period (this could span across terms and year groups and consist of lateness after registers have closed)**

This threshold will be instantly met with an unauthorised leave of absence and lead to the issuing of a penalty notice. In other scenarios, support will be put in place. However, lack of improvement or engagement could also lead to a penalty notice. The flowing flowchart gives an example of this:



Support where the national threshold has been met could come in many ways, depending upon the individual factors that are influencing the absence. This could be:

- Phone calls and letters how to discuss attendance and offer support
- Attendance success meetings – more formalised approaches in conjunction with the school to identify barriers and solutions
- An attendance contract - a formal agreement between parents and the school or local authority to address irregular attendance, providing support as an alternative to prosecution. It is not legally binding but serves as a formal route to secure engagement with support when voluntary early help plans have not worked. An attendance contract aims to offer support rather than punishment.

If voluntary support or attendance contracts are unsuccessful, a Joint Early Warning Notice (JEWN) may be issued in conjunction with Dudley School Attendance and Education Support Service. Where attendance concerns continue, an Education Supervision Order (ESO) can provide formal legal intervention without prosecution. Before proceeding with an ESO, the school and local authority Named Point of Contact (NPOC) should exhaust voluntary support options and ensure the order would benefit the pupil and parent. Persistent non-compliance with an ESO can lead to prosecution in the Magistrates Court by the local authority. Upon conviction, parents may face fines of up to £1,000.

Local authorities have the power to prosecute parents for various offences related to attendance: Failure to comply with a school attendance order may result in fines of up to £1,000. Failure to secure regular attendance at school or alternative provision may lead to fines of up to £2,500 and/or imprisonment.

Penalty notices issued will increase in for repeat offences:

The infographic consists of three blue rounded rectangular boxes stacked vertically, each containing text about penalty notices. The first box is titled 'First Offence' and states that a penalty notice will be issued, with the amount being £160 per parent, per child if paid within 28 days, or reduced to £80 per parent, per child if paid within 21 days. The second box is titled 'Second Offence (Within 3 Years)' and states that a second penalty notice will be issued, with the amount being £160 per parent, per pupil, and no reduced rate will be offered. The third box is titled 'Third Offence (Within 3 Years)' and states that a third penalty notice will not be issued, and alternatives will be considered which could include prosecution and/or attendance legal interventions. Below these three boxes is a white rectangular box with a blue border containing the text 'Please note there will be no right of appeal against a penalty notice.'

**First Offence**  
Penalty notice will be issued  
The first time a penalty notice is issued the amount will be £160 per parent, per child if paid within 28 days or reduced to £80 per parent, per child if paid within 21 days

**Second Offence (Within 3 Years)**  
Second penalty notice issued  
The second time a penalty notice is issued the amount will be £160 per parent, per pupil. No reduced rate will be offered

**Third Offence (Within 3 Years)**  
At this point, a third penalty notice will not be issued, and alternatives will be considered which could include prosecution and/or attendance legal interventions

**Please note there will be no right of appeal against a penalty notice.**

## Removal from roll

This refers to the process of a child's name being officially taken off the school's register, typically due to extended non-attendance or other circumstances. A pupil's name can only be deleted from the admission register for a reason set out in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024. When any of the situations or grounds set out in regulation 9 occurs, the pupil's name must be deleted. A pupil's name must not be removed for any other reason and doing so could constitute off-rolling.

Parents/Carers need to be aware that your child's name may be deleted from the school roll if they do not return to school within 10 school days of the informed return date for a Leave of Absence. The school and Local authority will jointly make reasonable efforts to find out location and circumstances and take steps to secure your child's attendance.

DfE's guidance on "Children Missing Education" sets out the expectations for schools and local authorities in respect of making reasonable efforts to find out a pupil's location and circumstances.

This action will be taken in consultation with the local authority who may agree to the removal. Upon any return you will have to reapply for admission to a school within the borough. A place at your previous school cannot be guaranteed.

## **Elective Home Education**

Schools will inform the Local Authority of children whose Parents/Carers have notified the school in writing and have opted for Elective Home Education. School will work with the local authority to determine if the child will remain on roll or can legally be removed in line with The Education (Pupil Registration) (England) Regulations.

## **Roles and Responsibilities**

Improving attendance is everyone's responsibility. The barriers to accessing education are wide and complex, both within and beyond school, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn. (Working Together to improve school attendance Aug 2024)

**Parents/carers:** Where Parents/carers decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school. (Working Together to improve school attendance Aug24)

Parents play a crucial role in supporting attendance. Their involvement and commitment to their child's education can have a significant impact on attendance rates.

- **Establish a Routine:** Parents should establish a daily routine that includes regular school attendance. Consistency in bedtime routines, waking up, getting ready for school, and arriving on time helps children develop good attendance habits.
- **Communicate with the School:** Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.
- **Ensure a Healthy Lifestyle:** Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.
- **Positive Attitude Towards Education:** Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.
- **Set Expectations:** Clearly communicate your expectations about attendance to your child. Emphasise the importance of attending school regularly and on time.
- **Be Involved in Homework:** Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.
- **Attend Parent-Teacher Meetings:** Participate in Parent-teacher meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.
- **Monitor Progress:** Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.
- **Address Bullying or Safety Concerns:** If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.
- **Promote a Love for Learning:** Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.
- **Lead by Example:** Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.

- **Stay Informed:** Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.
- **Seek Support if Needed:** If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.
- **Encourage Peer Relationships:** Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.
- **Celebrate Achievements:** Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.
- **Collaborate with the School:** Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

**Children:** Children also play a significant role in attending school regularly and ensuring their educational success.

- **Attendance Awareness:** Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.
- **Punctuality:** Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.
- **Commitment to Learning:** Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.
- **Positive Attitude:** Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.
- **Peer Relationships:** Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.
- **Healthy Lifestyle:** Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being.
- **Seeking Support:** If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

**Teachers:** Teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children.

- **Monitoring Attendance:** Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.
- **Promoting Punctuality:** Teachers should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.
- **Taking Immediate Action:** When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the school's attendance officer or designated staff member to report the absence.
- **Early Intervention:** Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.
- **Maintaining Communication:** Teachers should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.
- **Providing Support:** Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.
- **Setting Expectations:** Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.
- **Creating a Welcoming Classroom Environment:** Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

- **Identifying Barriers:** Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.
- **Implementing School Policies:** Teachers should adhere to and implement the school's attendance policies and procedures.
- **Attendance Records:** Accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).
- **Collaboration:** Collaborating with other school staff, such as attendance officers, counsellors, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.
- **Supporting Positive Behaviour:** Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.
- **Safeguarding:** Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.
- **Professional Development:** Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.
- **Role Modelling:** Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

**Support Staff:** Teaching assistants, learning mentors and pastoral staff all play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being.

- **Monitoring Attendance:** Support staff often work closely with children and have a good understanding of individual attendance patterns. They should be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.
- **Positive Relationships:** Support staff can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.
- **Attendance Support:** Support staff can provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.
- **Reinforcing Expectations:** Support staff can reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.
- **Communication:** Support staff can maintain open lines of communication with children's parents or guardians. They can inform parents of any attendance concerns and collaborate with them to find solutions.
- **Attendance Interventions:** Support staff can collaborate with teachers, counsellors, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.
- **Supporting Students with Special Needs:** Support staff often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.
- **Identifying Patterns:** Support staff can help identify attendance patterns, such as recurring absences, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.
- **Promoting Engagement:** Support staff can engage children in meaningful learning activities and provide extra support when students are struggling academically. A positive classroom experience can motivate students to attend school regularly.
- **Safeguarding:** Support staff should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.
- **Role Modelling:** Support staff can serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.
- **Professional Development:** Continuous professional development can enhance support staff skills in addressing attendance issues and supporting children effectively.

- **Collaboration:** Collaborating with teachers and other school staff is essential. Support staff can work together with the school's attendance officer, counsellors, and administrators to implement effective attendance strategies.

- **Recognition of Attendance:** Support staff can participate in recognising children's attendance.

**Senior Attendance Champion:** The role of the Senior Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential.

Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates. At Woodside Primary School, the role and responsibilities of the Senior Attendance Champion are supported by the attendance officer.

- **Developing and Implementing Attendance Policies:** Attendance Champions work closely with school leadership and staff to develop and implement effective attendance policies and procedures.
- **Data Analysis:** Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.
- **Early Intervention:** Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.
- **Supporting Families:** Attendance Champions work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.
- **Mentoring and Coaching:** Some Attendance Champions offer mentoring or coaching to children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.
- **Providing Resources:** Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.
- **Monitoring and Reporting:** Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.
- **Interventions and Incentives:** Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.
- **Staff Training:** Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.
- **Legal Compliance:** Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.
- **Safeguarding:** Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.
- **Community Engagement:** Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.
- **Continuous Improvement:** Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.
- **Promoting a Positive School Culture:** Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

**Senior Leaders:** Senior leaders play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture, and oversee the implementation of policies and strategies to promote regular attendance.

- **Leadership:** Senior staff lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.

- **Policy Development:** Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.
- **Monitoring and Reporting:** They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.
- **Setting Expectations:** Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.
- **Professional Development:** They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.
- **Early Intervention:** Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.
- **Parental Engagement:** They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.
- **Data Analysis:** Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.
- **Supporting Vulnerable Students:** They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive appropriate support to attend school regularly.
- **Recognising Attendance:** They may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.
- **Enforcing Policies:** Senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.
- **Safeguarding:** Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.
- **Continuous Improvement:** They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.
- **Promoting a Positive Culture:** Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

**Trustees:** Trustees play a crucial role in supporting children's attendance. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

- **Policy Development:** Trustees collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.
- **Statutory Compliance:** Trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.
- **Strategic Oversight:** Trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.
- **Monitoring Attendance Data:** Trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.
- **Accountability:** Trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.
- **Policy Implementation:** Trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.
- **Setting Targets:** Trustees collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.
- **Reviewing Interventions:** Trustees assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.

- **Parental Engagement:** Trustees support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.
- **Training and Development:** Trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.
- **Safeguarding:** Trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.
- **Community Links:** Trustees may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.
- **Challenge and Support:** While supporting school leadership in attendance improvement efforts, trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.
- **Continuous Improvement:** Trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

### **Safeguarding Children and Attendance at Woodside Primary School**

Safeguarding the interests of each child is everyone's responsibility and within the context of this school, we will adhere to "Working together to Safeguard Children" (2018) "Keeping Children Safe in Education" (2025) and the School's Safeguarding and

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best life chances;
- Detecting early support through Early Help Assessment and engaging in multi-agency working.

Failing to attend school on a regular basis will be considered as a safeguarding matter and could be viewed as educational neglect. All staff are trained and made aware of possible reasons for extended absence from school. To facilitate effective multi-agency working, schools are expected to inform a pupil's social worker and/or youth offending team worker if there are unexplained absences from school.

We closely monitor attendance, absence and exclusions and our designated safeguarding lead will take appropriate action including notifying the local authority, investigating unexplained absence particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Schools have a safeguarding duty in respect of their children, and as part of this should investigate any unexplained absences. Further information about schools' safeguarding responsibilities can be found in the Keeping Children Safe in Education statutory guidance 2025.

### **Child Missing in Education**

Children missing education, particularly repeatedly, can be an indicator of abuse and neglect, including sexual abuse or exploitation, FGM, child criminal exploitation, mental health problems, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Where a child has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, then a 'Missing Education Referral Form' must be downloaded, completed and returned to [ChildrenMissingEducation@dudley.gov.uk](mailto:ChildrenMissingEducation@dudley.gov.uk) and Education Support Service at [ess.cs@dudley.gov.uk](mailto:ess.cs@dudley.gov.uk), after jointly making reasonable enquiries, the child may be removed from the admission register.

### **Suspension and Permanent Exclusion**

Parents/carers can be issued with penalty notices if a child who has been suspended, contravenes the details set out in the suspension/permanent exclusion Letter, as to their whereabouts during the first five days of suspension

or permanent exclusion.

A parent/carer must ensure that their child is not present in a public place during school hours without reasonable justification during the first five days of each and every suspension or permanent exclusion.

### **Recording information in the school's admission register**

It is important that the school's admission register is accurate and kept up to date. Schools should regularly encourage Parents/Carers to inform them of any changes whenever they occur, through using existing communication channels such as regular emails and newsletters. School will ensure that the admission register is amended as soon as possible. This will assist both the school and local authority when making enquiries to locate children missing education.

All schools are required to notify the local authority within five days when a child's name is added to the admission register at a non-standard transition point. Schools will need to provide the local authority with all the information held within the admission register about the child. This duty does not apply when a child's name is entered in the admission register at a standard transition point- at the start of the first year of education normally provided by that school- unless the local authority requests for such information to be provided.

### **Special Educational Needs and/or Disability (SEND)**

Hales Valley Trust is committed to ensuring that all pupils, including those with Special Educational Needs and/or Disability (SEND), have access to a high-quality education in a supportive and inclusive environment. Regular attendance is crucial for all pupils to achieve their full potential, and we are dedicated to providing the necessary support to ensure that pupils with SEND can attend school regularly and benefit from their education.

### **Legal Framework**

This section of our attendance policy is informed by the following legislation and guidance:

- Education Act 1996: Parents are legally responsible for ensuring their child attends school regularly. Schools must maintain accurate attendance records and report absences to the local authority.
- Equality Act 2010: Schools must take reasonable steps to avoid substantial disadvantage to disabled pupils caused by school policies or practices 2.
- Children and Families Act 2014: Schools must use their best endeavours to meet the needs of pupils with SEND.
- School Attendance (Pupil Registration) (England) Regulations 2024: Schools must maintain an admission register and an attendance register and follow specific procedures for recording and reporting attendance.
- SEND code of practice
- Working together to improve school attendance August 2024

### **School Responsibilities**

Early Identification: Schools aim to identify barriers to attendance for pupils with SEND as early as possible to provide timely and appropriate support. This includes regular monitoring of attendance patterns and early intervention when issues arise.

### **Individualised Support Plans**

Where required, each pupil with SEND will have an individualised support plan that outlines specific strategies to support their attendance. This plan will be developed by the school SENCO in collaboration with parents, teachers and consultation with the pupil. Where absence meets the severe category, social services and additional relevant professionals may advise and contribute towards these plans.

### **Reasonable Adjustments**

Schools will make reasonable adjustments to support the attendance of pupils with SEND. Examples include:

- Meet and greet sessions
- Tailored support during transitions (e.g., moving between classes or schools)
- Support from the school ELSA/pastoral team
- Personalised lunchtime arrangements
- Adjustments to the school environment (e.g., seating arrangements, routines, sensory rooms)
- Amendments to uniforms
- Flexible start and finish times, inclusive of phased returns/possible temporary part time timetable

This list is not exhaustive, each case is individually reviewed, and the most suitable reasonable adjustments are made.

### **Communication and Collaboration**

Schools will work closely with parents to support the attendance of pupils with SEND. Regular communication and meetings will be held to discuss attendance issues and strategies.

### **Multi-Agency Collaboration**

Schools will collaborate with external agencies, such as educational psychologists, mental health support team, health professionals and social services, to provide comprehensive support for pupils with SEND. This may include the review and amendment of the EHCP to incorporate the additional or different attendance support identified.

### **Monitoring and Review**

**Attendance Monitoring:** The attendance of pupils with SEND will be monitored closely to identify patterns with regular reviews to assess the effectiveness of support strategies.

**Review Meetings:** Regular review meetings will be held with parents and relevant professionals to discuss progress and make necessary adjustments to support plans.

### **Training and Development**

**Staff Training:** All staff will receive training on the specific needs of pupils with SEND and strategies to support their attendance. This includes understanding conditions such as autism, ADHD, and sensory impairments.

**Professional Development:** Ongoing professional development opportunities will be provided on a case-by-case basis, to ensure staff are equipped with the latest knowledge and skills to support pupils with SEND.

Hales Valley Trust is committed to improve attendance; working in partnership to create an inclusive environment where all pupils, including those with mental or physical ill health or SEND/ disabilities can attend regularly and thrive. By implementing individualised support plans, making reasonable adjustments and fostering collaboration with parents and external agencies, we aim to ensure that every pupil has the opportunity to succeed.

### **Alternative provision**

All children in alternative provision (AP) settings (code K) should attend school full-time and be dual registered (D code), including:

- Pupil Referral Units (PRUs)
- AP academies
- AP free schools
- Independent AP schools/providers

AP must notify the school if the child is not in attendance (daily). Schools should visit the children at their provision regularly and sufficiently frequently to ensure their well-being and progress. Detailed discussions are held between the school, provider, child and parent or carer in advance of the placement and at regular intervals throughout.

## Flexi-schooling

Flexi-schooling is not the same as home schooling or Elective Home Education. Parents or carers who request flexi-attendance are asking for a pattern of provision which will involve both attendance at school and times when the child will receive educational provision at home. Flexi-schooling is full-time, although the provision may be split. Flexi-schooling is also different from temporary part-time attendance arrangements. Such arrangements are monitored and reviewed with the intention that the child be returned to full-time attendance as soon as possible. Arrangements for flexi-schooling can only be made at the request of a parent or carer with parental responsibility. This is not an arrangement that can be initiated by the school.

There is no legal right to flexi-schooling.

The Executive Headteacher of the academy will consider requests for flexi schooling arrangements on a case-by-case basis. The Executive Headteacher is under no obligation to agree requests for flexi schooling arrangements but as part of the decision making will liaise with parents/carers to determine whether flexi schooling would be appropriate and in the best interests of the child.

## Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. Woodside Primary School adhere to the following key attendance acts in the UK:

- **Education Act 1996:** The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.
- **Education (Pupil Registration) Regulations 2006:** These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.
- **Education (Pupil Registration) (England) (Amendment) Regulations 2013:** These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.
- **School Attendance Code of Practice:** The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.
- **Local Authority School Attendance Guidance:** Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.
- **Department for Education (DFE) Guidance:** The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.
- **Child Employment Legislation:** Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of school hours.
- **Children Missing Education (CME) Statutory Guidance:** This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.
- **Section 19 of the Education Act 1996 (England and Wales):** Outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

## Additional Policies aligned to the Attendance Policy at Woodside Primary School

- Behaviour Policy
- Medical Policy
- Child Protection / Safeguarding Policy
- Mental Health Policy

- SEND policy and information statement
- Pupil Premium Policy

**Review**

This Attendance Policy will be reviewed annually by the Hales Valley Trust leaders and approved by the trust board to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

**Data Protection Law**

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy.

## Appendix 1: Coding Attendance in line with DFE guidance 2024:

Registration codes enable schools to record and monitor attendance and absence in a consistent way and are used to collect statistics. The data helps schools, local authorities, and the government gain a greater understanding of the delivery of education and the level of, and reason for, absence.

The codes are set out in regulation 10(2) Table 1, 10(3) Table 2 and 10(4) Table 3, 10(8) and 10(10) of the School Attendance (Pupil Registration) (England) Regulations 2024.

### Code \ (Present at the school):

- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

### Code L (Late arrival before the register is closed):

- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

### Code K (Attending education provision arranged by the local authority):

- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.
- Schools must record the nature of the provision and ensure notification of absences.

### Code V (Attending an educational visit or trip):

- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

### Code P (Participating in a sporting activity):

- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

### Code W (Attending work experience):

- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.

### Code B (Attending any other approved educational activity):

- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

### Code D (Dual registered at another school):

- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

### Code C1 (Leave of absence for regulated performance or employment abroad):

- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

### Code M (Leave of absence for medical or dental appointment):

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

**Code J (Leave of absence for interview for employment or admission):**

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

**Code S (Leave of absence for studying for a public examination):**

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

**Code X (Non-compulsory school age pupil not required to attend school):**

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

**Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):**

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

**Code C (Leave of absence for exceptional circumstances):**

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

**Pregnant pupils:**

- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

**Code T (Parent traveling for occupational purposes):**

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

**Code R (Religious observance):**

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

**Code I (Illness - not medical or dental appointment):**

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

**Code E (Suspended or permanently excluded and no alternative provision made):**

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

**Code Q (Unable to attend school because of a lack of access arrangements):**

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

**Code Y1 (Unable to attend due to transport normally provided not being available):**

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

**Code Y2 (Unable to attend due to widespread disruption to travel):**

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

**Code Y3 (Unable to attend due to part of the school premises being closed):**

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

**Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):**

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

**Code Y5 (Unable to attend as pupil is in criminal justice detention):**

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

**Code Y6 (Unable to attend in accordance with public health guidance or law):**

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

**Code Y7 (Unable to attend because of any other unavoidable cause):**

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

**Code G (Holiday not granted by the school):**

- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

**Code N (Reason for absence not yet established):**

- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

**Code O (Absent in other or unknown circumstances):**

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

**Code U (Arrived in school after registration closed):**

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

**Administrative Code Z (Prospective pupil not on admission register):**

- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.

## Appendix 2 - Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

### Risk of Persistent Absence:

**Definition:** The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

**Threshold:** While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

### Persistent Absence:

**Definition:** Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

**Threshold:** In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

### Severe Absence (or Severe Persistent Absence):

**Definition:** The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

**Threshold:** Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

### Absence Definitions

- Arrival at school after the register has closed.
- Not attending school for any reason.

### Authorised Absence

- An absence for sickness for which the school has granted leave.
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave.
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

### Unauthorised Absence

- Parents keeping children off school unnecessarily or without reason.
- Absences which have never been properly explained.
- Arrival at school after the register has closed.
- Absence due to shopping, looking after other children or birthdays.
- Absence due to day trips and holidays in term-time which have not been agreed.
- Leaving school for no reason during the day.

### Appendix 3 – Late Collection Charges

As stated within the policy, it is not the duty of the school to provide childcare after the end of the school day. Where late collection is a regular occurrence, records will be maintained by the school, concerns discussed, and charges applied. This will take place after 3 recorded late collections.

For every 15-minute block a child/children are left at school at the end of the school day, there will be a £5 charge per child. Charges can be seen in the table below:

<b>Collection Time</b> <b>End of school day: 3.20pm</b>	<b>Charge</b> (Please note that charges are per child)
3.20pm-3.35pm	£5.00 per Child
3.36pm-3.50pm	£10.00 per Child
3.51pm-4.05pm	£15.00 per Child

If a child is persistently being collected late to avoid the late collection charge i.e. a child regularly collected at 3.25pm, then we may administer penalty charges on an individual basis.

There is no childcare provision available for children not collected at the end of the school day.

## Attendance Support Plan

<b>SECTION 1</b>	<b>PUPIL DETAILS</b>	
	Name:	
	Year group, Tutor/Form group etc:	
	Any other key info:	
<b>SECTION 2</b>	<b>ATTENDANCE SUPPORT MEETING</b>	
	Date of meeting:	
	Attendees:	Role:
<b>SECTION 3</b>	<b>ATTENDANCE DATA ANALYSIS</b>	
	<i>For example: current attendance %, identified patterns, lateness, summary of reasons &amp; explanations</i>	
<b>SECTION 4</b>	<b>ATTENDANCE PUSH FACTORS – influences that push the pupil towards attending</b>	
	<i>Strengths &amp; interests the plan could use to engage the pupil, for example: positive relationships in school (staff and pupils), subject strengths, specific positive behaviours shown, rewards &amp; praise received, extra-curricular participation, engagement with other support agencies</i>	

<b>SECTION 5</b>	<b>ATTENDANCE PULL FACTORS – influences that pull the pupil away from attending</b>
	<p><i>Identify areas of difficulty that may prevent good attendance, for example: travel or housing issues, morning routine conflicts, subject specific barriers, young carer responsibilities, bereavement, bullying or friendship issues, language barriers, recurring illness or injury, SEN, anxiety, EBSNA, diet, exclusions/behaviour</i></p>
<b>SECTION 6</b>	<b>GROUP MIND MAP – Who or what could help?</b>
	<p><i>Which staff, family, friends, services, agencies or organisations could provide the support needed? <b>Everyone should contribute.</b> These should not be exclusively in response to pull factors only. For example, if a music teacher is a push factor, can arrangements be made for the pupil to access their lessons? <u>Other examples:</u> School nurses, Connexions, Hear4Youth parenting classes, KOOTH, Young Minds, What centre, GP.</i></p> <div style="text-align: center; margin-top: 100px;"> <p>Who or what could help?</p> </div>

<b>SECTION 7</b>	<b>EARLY HELP &amp; FAMILY GROUP CONFERENCE DISCUSSION</b>
	<p><i>Fully explain how an Early Help Assessment could support the family. If Early Help is declined, detail a full explanation why. Does an EH enabler need to be involved? Would a Family Group Conference be a suitable alternative to a full EHA? Would parenting support classes/workshops help? Record the parent/s and pupil's thoughts and responses. Set a date for EHA Meeting.</i></p>
<b>SECTION 8</b>	<b>AGREED SCHOOL ACTIONS</b>
	<p><i>For example: referrals to be made, phased return plan or temporary part-time attendance, identification of a mentor, supporting participation in extra-curricular groups, Inclusive Pathways, implementation of EBSNA strategies, implementation of rewards etc</i></p>
	<p>Staff signature/s:</p>

**AGREED PARENT ACTIONS**

*For example: morning & bedtime routines, limiting technology (When? How?), booking Dr's appointments, seeking support from SENDIASS, implementation of rewards & sanctions (What will they be?), communicating with the school in line with attendance policy, consenting to referrals etc*

Parent signature/s:

**AGREED OTHER PROFESSIONAL ACTIONS**

*For example: Onward referrals to specific services, explore interests and ideas for hobbies outside the home*

Professional signature/s:

**AGREED PUPIL ACTIONS**

*For example: morning and bedtime routines, screen time, engagement with other agencies, work with school nurse/SENCo/counsellor/FSW/Connexions etc, participation in extra-curricular activities, speak to an identified member of staff with concerns, complete homework, attend in correct uniform etc*

	Pupil signature:	
<b>SECTION 9</b>	<b>PUPIL ATTENDANCE TARGETS</b>	
	<i>For example: no unauthorised absence in following 2-weeks, to increase attendance to 90% by the end of term, to arrive on time every day etc</i>	
<b>SECTION 10</b>	<b>IMPLEMENTATION &amp; REVIEW</b>	
	Start date:	Review date:
<b>ASP REVIEW</b>	<b>REVIEW MEETING NOTES</b>	

## Appendix 5 – Leave of Absence Form



### Leave of Absence Request Form

Please complete the below and return to the school office at least 2 weeks prior to the first day of absence. Please note that there is no automatic right for pupils to be granted authorised leave of absence and requests will only be considered where there are exceptional circumstances.

<b>Section 1</b>	<b>Leave period request</b>					
	Date from: <i>First date of absence from school</i>		Total number of school days to be missed:			
	Date to: <i>Last date of absence from school</i>					
	<b>Child/ren's details</b>					
	Surname		Year group			
	Forename/s		Date of birth			
	Surname		Year group			
	Forename/s		Date of birth			
	Surname		Year group			
	Forename/s		Date of birth			
<b>Address</b>						
		<b>Postcode</b>				
<b>Section 2</b>	<b>Parent details – You must list the names of all adults who live with the child or have parental responsibility.</b>					
	List the names & addresses of every parent/carer <b>AND</b> tick the boxes that apply to each person			Lives with child/ren	Travelling with child/ren	Has PR of child/ren
	<b>Name</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Address</b>					
	<b>Name</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Address</b>					
	<b>Name</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Address</b>					
	<b>Name</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Address</b>					

<b>Section 3</b>	<b>Reason for leave request</b> – <i>The Executive Headteacher/ Headteacher/Head of School may only grant a leave of absence due to exceptional circumstances; absence for holidays, weddings, milestone birthdays, recreation or leisure purposes are not normally considered exceptional. Please attach any supporting evidence.</i>		
<b>Section 4</b>	<b>Parent signature/s</b>		
	By signing this form, I/we understand the following:		
	<ol style="list-style-type: none"> <li>1. School's attendance policy states that absences during term time will not be authorised unless the Executive Headteacher/ Headteacher/Head of School agrees there are exceptional circumstances and any absence will be recorded as unauthorised on the school's register.</li> <li>2. That the Executive Headteacher/ Headteacher/Head of School must be given a reasonable amount of time to review the application before the leave starts. An application needs to be made before the leave of absence (at least two weeks prior).</li> <li>3. Any unauthorised absence of 5 or more consecutive days (10 sessions) will be referred to the local authority as per the school's attendance policy.</li> <li>4. If a referral is made to the local authority, in line with the National Framework for Penalty Notices I/we may be issued with a Penalty Notice and/or be subject to alternative action which may include prosecution (starting at £160 per parent, per child).</li> <li>5. It is the duty of the school to refer unauthorised absence to the local authority. All proceeding actions, including penalty notices are managed by the local authority.</li> <li>6. If there is any change of circumstances or an extension to this leave is required, I/we will contact school as soon as possible. Any continued absences will be followed up by the school, which may include a home visit or safe and well checks from the police.</li> <li>7. I understand that this absence will result in a loss of learning which may have a negative impact on my child's academic and personal development.</li> <li>8. I understand that on my child's return to school, there may be a meeting with school to discuss the learning they may have lost as a result of this request.</li> </ol>		
	<b>Parent/s name:</b>	<b>Parent/s signature:</b>	<b>Date:</b>
<b>Section 5</b>	<b>For school use only</b>		
	<b>Date leave request received:</b>		

Thank you for completing this form, you will receive a letter with the outcome of your request in due course.

For further information, our attendance policy is available on our website.