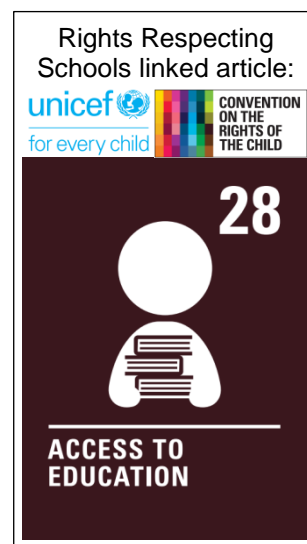




Attendance Policy

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Approved	SLT and Governors
Policy Date	Summer 2025
Review Date	Summer 2026



1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

It also refers to:

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

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate



- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the Head teacher to account for the implementation of this policy understand:

3.2 The Head Teacher

The Head Teacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

3.3 The designated senior leader responsible for attendance

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

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance



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

The designated senior leader responsible for attendance is Mr McHale and can be contacted via the school office.

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Head Teacher
- Working with education welfare officers to tackle persistent absence

The attendance officer is Nadine Jones and can be contacted via the school office

3.5 Class Teachers

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

3.6 School office staff

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system

3.7 Parents

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

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

Parents are expected to:

- Make sure their child attends everyday on time
- Call the school to report their child's absence before the start of the school day on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to the Home School Agreement in regards to attendance



- Seek support, where necessary, for maintaining good attendance, by contacting Mr McHale, who can be contacted via the school office

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

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

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

Timings of the school day can be seen below:

Year group	School open from	register	collection
Reception	8.45am	8.55am	3.05pm
Year 1	8.30am	8.55am	3.05pm
Year 2	8.30am	8.55am	3.05pm
Year 3	8.30am	8.45am	3.10pm
Year 4	8.30am	8.45am	3.20pm
Year 5	8.30am	8.45am	3.15pm
Year 6	8.30am	8.45am	3.15pm

The register for the first session will be taken at 8:55 for EYFS and KS1 and at 8:45 for KS2. The register closes at 9:30. The register for the second session will be taken at 13:00 for EYFS and KS1 and 13:15 for KS2.



4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by the start of the school day, or as soon as practically possible, by calling the school office staff, who can be contacted via telephone on 020 8399 5344.

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

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment. However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

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

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

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with the school will consult the Educational Welfare Officer.

4.4 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels during parent teacher meetings if attendance is a concern and at the end of year report.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The Head Teacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

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

- Taking part in a regulated performance, or regulated employment abroad



- Attending an interview
- A temporary, time-limited part-time timetable
- Exceptional circumstances

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

An example of an 'exceptional circumstance' would be a close family bereavement. Each leave of absence request will be considered individually.

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

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 3 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The Head Teacher may require evidence to support any request for leave of absence.

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

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

6. Strategies for promoting attendance

Attendance is celebrated weekly on a Friday in our school newsletter. At the end of each term certificates are awarded to children with 100% attendance. These are bronze. Should a child have 100% for two terms then a Silver certificate is awarded. A child attending school for a whole academic year is awarded a Gold certificate.

In addition, we support students facing challenges with attendance by offering well-being interventions, mental health resources and personalised support plans. We work closely with families and provide early intervention to address any barriers to regular attendance, ensuring that all students feel supported both emotionally and academically.

7. Supporting pupils who are absent or returning to school



7.1 Pupils absent due to complex barriers, mental or physical ill health or SEND

The parent/carer will meet with a member of the Senior Leadership Team and the SENCO to work together to see what can be put in place to support the child and their family to improve their attendance. Advice will be taken from the Educational Welfare Officer who may also be present.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

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

The parent/carer and child will meet with a member of the Senior Leadership Team to work together to support a smooth transition back into school.

8. Attendance monitoring

Attendance is monitored closely on a half termly basis. Children with attendance of less than 90% are flagged as a concern. Punctuality is monitored regularly and records kept. The Deputy Head contacts parents asking for support. If there are problems or concerns regarding a pupils attendance or punctuality, advice and support is sought from the EWO.

Attendance data is scrutinised daily by the Office manager. Should a child not attend school and no reason has been given by parents/carers the school will contact the family in the first instance. Should a child be unaccounted for by mid-morning the office manager alerts the SLT. A decision is then made as to the next steps (e.g. contacting police). Consideration is given to family circumstances and previous records. SPA is alerted regarding unaccounted for absence after 6 days.

8.1 Monitoring attendance

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

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

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

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

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

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.3 Using data to improve attendance



The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

Lateness and poor attendance could be an indicator of a safeguarding issue. Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Make contact with families to address concerns, this may be completed over the phone, via a letter, in face-to-face meetings or with an attendance contract depending on each case individually
- Consulting the Educational Welfare Officer in particular cases. The school has the right to consider issuing a Fixed Penalty Notice
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence

Background Information

- 90% attendance = ½ day missed every week
- 1 school year at 90% attendance = 4 whole weeks of lessons MISSED.
- Over 5 year at 90% attendance = ½ a school year MISSED.
- Research suggests that 17 missed school days a year = GCSE grade DROP in achievement (DfE). The greater the attendance the greater the achievement.
- If a school can improve attendance by 1%, they will see a 5-6% improvement in attainment (DfE).
- Parents, please help us and your child by ensuring their attendance remains above 95%, allowing them to achieve their potential.



9. Procedures Students changing school or moving out of the area

Should a parent wish to remove their child(ren) from our school then a letter indicating this needs to be sent to the Head Teacher. The letter needs to state the reason for the change of school, the date the change will occur, the name of the receiving school and a forwarding address for the family. The school will then inform the EWS of the de-registration.

9.1 Children Missing in Education

The school recognises its role with regards children missing in education. Our procedures are;

Day 1: Phone call

A staff member trained to do so (often the attendance officer or lead), telephones the child's home to ask why the child or young person is absent and for reassurance from a parent or carer that the child is safe at home.

Day 2: Follow up phone call

A subsequent telephone call will be made from the school.

Day 3: Write or email parents

A letter or email is sent to the parent in plain English, asking for contact to be made with the school immediately.

Day 5/6: Home visit

Arrange a visit to the home address ensuring that risk assessments are in place.

If the child has not been seen and the parents or carers have not made contact, schools must report the child as missing from education.

9.2 Children moving to a new educational setting

- When a family informs school they intend to leave Grand Avenue we ask for details of the receiving school
- After the child has left we contact the receiving school to ensure the child is registered and attending the new school
- If a family gives no details of a receiving school we contact the local authority informing them if this (this notification is in writing)
- If after 10 days of notifying the authority regarding a child potentially missing in education, there is no response from the authority the school will contact the authority again.

10. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum three years by the Deputy Head.



Appendix 1: attendance codes

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

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



X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention



		<ul style="list-style-type: none">• Remanded to youth detention, awaiting trial or sentencing, or• Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays



Appendix 2: attendance contract

Attendance Contract

This attendance contract has been put in place to support the parent(s)/carer(s) of _____, who is a student at Grand Avenue Primary and Nursery School in year ____.

Current Attendance Record

The current attendance of _____ stands at ____%.

Number of unauthorised days _____.

Reason(s) for Low Attendance

Parent(s)/Carer(s), please provide an explanation for the low attendance:

Parent/Carer Requirements

By signing this contract, the parent(s)/carer(s) agree to comply with the following requirements:

- Ensure that _____ attends school regularly and punctually.
- Attend scheduled meetings with the school and/or the Educational Welfare Officer.
- Engage with support services or programmes offered to assist in improving attendance.
- Work in collaboration with the school to address any barriers to attendance.

School Support

In return, Grand Avenue Primary and Nursery School agrees to provide the following support to the family:

- Assign a lead practitioner to offer guidance and support.
- Refer or signpost the family to local authority or health services, if necessary.
- Offer additional interventions, such as peer mentoring, family support groups or literacy programmes.
- Provide advisory services on benefits or financial support, if required.

Review Date

This contract will be reviewed on by the end of the _____ term, following a meeting with the Educational Welfare Officer, to assess progress.

Consequences of Non-Improvement

If attendance does not improve within the agreed timeframe, Education Welfare Services will be informed and the Educational Welfare Officer will take further action. This may include direct contact with the family, escalation to local authority services, or other legal measures as deemed necessary.

Agreement & Signatures

By signing this contract, all parties acknowledge their commitment to improving attendance and working together to support _____.

Parent/Carer(s) Name(s)

Signature: _____



Date: _____

School Representative Name

Signature: _____

Date: _____

A copy of this contract will be provided to all parties involved.