'We can and we will'

GLEBE PRIMARY SCHOOL

ATTENDANCE POLICY

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Chair of Governors

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Mission Statement

At Glebe School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

Introduction

Attendance at school is clearly an important pre-requisite for a successful and fulfilling school career. Prolonged absence, irregular attendance and lack of punctuality can all serve to undermine educational achievement and result in considerable long-term disadvantage to children and young people. Pupils who do not attend regularly may be placed at considerable risk and, in some cases, may be drawn into patterns of antisocial or criminal behaviour.

It is recognised, that pupils may have difficulties attending regularly for a variety of complex and often inter-related reasons. These may include:

- The pupils' educational, social and emotional development;
- The pupils' medical history;
- Social, economic and cultural considerations within the family and community;
- Factors operating within the school;
- Availability of appropriate support from statutory and voluntary agencies within the community.

It follows that the Local Authority, schools, parents/carers, pupil and the community at large need to work collaboratively in order to maximise attendance. A positive approach is needed which promotes access to education within an ethos which values learners, promotes equal opportunities and encourages the involvement of pupils and their parents/carers.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable. Any loss of time at school can adversely affect a child's attainment and all pupils benefit from regular school attendance.

Attendance	Missing out on	Which means.....	Over 13yrs of schooling is.....
90%	1 day per fortnight	4 weeks per year	Nearly 1.5 years missed
80%	1 day per week	8 weeks per year	Over 2.5 years missed
60%	2 days per week	16 weeks per year	Over 5 years missed
40%	3 days per week	24 weeks per year	Nearly 8 years missed

Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the statutory guidance on Working together to improve school attendance from the Department for Education (DfE). We aim to achieve this through our whole-school culture and ethos that values good attendance, which includes:

Our school aims to meet its obligations, with regards to school attendance, by:

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

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

Legislation and Guidance

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

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002

- Part 7 of the Education and Inspections Act 2006
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Equality Act 2010

It also refers to:

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

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations, statutory duties and comply with the law on school attendance, 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
- Holding the headteacher to account for the implementation of this policy.

3.2 The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors

- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing penalty notices, where necessary, and/or authorising the Senior Leader responsible for Attendance to be able to do so
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for 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/carers through all available channels
- Sharing information from the school register with the local authority, including:
  - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
  - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
  - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance/ Attendance Champion

At Glebe Primary school the Attendance Champion is the Deputy Head Teacher but is supported by the Assistant Head Teacher. The designated senior leader (also known as the '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/carers 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
- Monitoring and analysing attendance data (see section 9)
- Benchmarking attendance data to identify areas of focus for improvement
- Working with education welfare officers to tackle persistent absence

3.4 Pastoral Lead

The pastoral lead will attend regular attendance meetings with the Attendance Champions to discuss individual children's ongoing barriers to education.

The pastoral lead will work with families were emotional based school avoidance, mental health or other individualized personal circumstances affect attendance. The pastoral lead will, where possible, attend cluster meetings to ensure we are up to date with the latest guidance, support and advice.

3.5 **Class teachers**

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis. Class teachers are responsible for reporting an ongoing attendance issue of pupils in their class.

3.6 School admin staff

At Glebe Primary the Welfare Assistant is the admin staff responsible for day-to-day absence procedure. The welfare assistant will:

- Take calls, emails and message from parents/carers about absence on a day-to-day basis and record it on the school system using SIMs.
- Relay information from parents/carers about pupil's absence to the pastoral lead or the Attendance Champions if there are concerns about the reasons behind a pupil's absence or the length of absence.
- Send letters to parents and carers about pupil's attendance on the advice of the Attendance Champion.
- Follow the processes for reporting unauthorised absences and issuing fines on the advice of the Headteacher.
- Provide the Headteacher with weekly summaries of individual class attendance.

Monitor pupils with 100% attendance and complete certificates for these pupils at the end of each half-term to celebrate their attendance.

3.7 SENCO and Teacher of the Deaf

The SENCO and The Teacher of the Deaf will:

- Monitor attendance for pupils in the SRP or pupils with an EHCP
- Meet with parents and raise attendance concerns if attendance drops below 95%
- Work with other agencies and class teachers if pupils in the SRP or with an EHCP have a prolonged period of absence for medical reasons.

3.7 Parents and carers

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9am on the day of the absence and advise when they are expected to return. Parents and carers can also report absence through parentmail or the desiginated email address: absence@glebeprimary.org
- Provide the school with more than 1 emergency contact number for their child. If the child is in the Early Years Foundation Stage, provide more than 2 emergency contact numbers, where possible
- Ensure that, where possible, appointments for their child are made outside of the school day.
- Keep to any attendance contracts that they make with the school and/or local authority

- Seek support, where necessary, for maintaining good attendance. Parents can contact the class teacher, pastoral lead (Mrs Sheldon), welfare assistant (Mrs Shelley) or attendance Champion (Miss Griffiths) for support.

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time.

4. Recording attendance

Attendance Registers

4.1 Attendance register

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

We will take our attendance register at the start of each school day and at the start of each afternoon session. The attendance register will be taken at the same time for all pupils and kept open for a maximum of 10 minutes. 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 at the school
- Attending a place other than school
- Absent – leave of absence
- Absent – other authorised reasons
- Absent – unable to attend school because of unavoidable cause
- Absent – unauthorised absence

The attendance register is a record of the pupil's presence at the time it was taken. It will only routinely be amended if the reason for absence isn't known at the time it is taken, and it is subsequently necessary to correct the entry. 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 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.

The school day starts at 8:40 – 8:50 using a soft start system and ends at 3:20 – 3:30.

Pupils must arrive in school by 9am on each school day.

The register for the first session will be taken at 8:50 and will be kept open until 9am after which the pupil will be recorded as absent. The register for the second session will be taken at the start of the afternoon session which is dependent on the pupil's key stage (EYFS 12:30,

Year 1 – 12:40, Year 2 – 1pm, Year 3 – 1:20 & Year 4, 5 & 6 – 1:30pm). The register will be kept open for 10 minutes after registration.

For pupils attending alternative provision (AP), the school will verify attendance daily with the provider and review placement safety and attendance at least half-termly.

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 9am or as soon as practically possible, by calling the school welfare assistant, who can be contacted via 01895462385 or absence@glebeprimary.org.

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 and provide a copy of the appointment for the school office.

Where possible, the pupil should:

- Be out of school for the minimum amount of time necessary, and attend school before/after their appointment
- Wear school uniform to their appointment, to make it easier to return to school afterwards

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

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

4.4 Lateness and punctuality

A pupil who arrives late:

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

4.5 Following up unexplained absence

- 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. If the school cannot reach any of the pupil's emergency contacts, the school may make house call, a referral to social services or the contact the police.
- 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
- 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 a penalty notice may be issued
- Repeated or prolonged unexplained absences will be treated as a potential safeguarding issue and reported to the Designated Safeguarding Lead (Mrs Penney).

The school recognises that children missing education are at significant risk of underachievement, abuse, neglect, child sexual exploitation (CSE), child criminal exploitation (CCE) and other safeguarding concerns. The school will:

- Take all reasonable steps to identify pupils at risk of becoming children missing education
- Investigate unexplained absence
- Undertake appropriate welfare enquiries
- Work with the local authority and other agencies
- Comply with statutory pupil registration requirements
- Ensure that no pupil is removed from the school roll unless the lawful grounds for deletion are met and all required notifications have been made

4.6 Reporting to parents

The school will regularly inform parents (see the definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels via parents' evening and end of year reports. Parents will also receive letters home if there are concerns about attendance

5. Authorised absence

5.1 Approval for term-time absence

The headteacher 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 where licenses have been provided
- Attending an interview for admission to another educational institution
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for. Each request will be considered individually and various factors will be taken into account such as:

- The child's attendance history;
- Efforts that have been made to minimise the number of school days taken;

We define 'exceptional circumstances' as:

- Illness and medical/dental appointments;
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart;
- Traveller pupils 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.
- Parent(s) travelling for occupational purposes – a pupil is a mobile child if their parent is travelling in the course of their trade or business and the pupil is travelling with them. In these circumstances a pupil will be considered as a mobile child, provided they are

of compulsory school age and have no fixed abode and whose parent is in a trade or business that requires them to travel from place to place

- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

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 cannot grant a leave of absence retrospectively. If the parent/carer does not apply in advance, a leave of absence will not be granted.

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 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via appendix 5, which is available from the school office. The headteacher may require evidence to support any request for leave of absence.

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

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

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by 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

We want our pupils to succeed and develop their skills. To do this, pupils need to avoid missing lessons and days of school as much as possible. As a school, we want to reward high attendance and not just penalise pupils for poor attendance.

We track the attendance of each class and share this with pupils in achievement assembly and on the weekly parent newsletter. From September 2026 each week, the class with the highest attendance for the week will be announced at the start of each assembly. This class will earn equipment time. If weather is good this will happen during assembly time which means that learning time is not affected. If weather is poor the class teacher should organise at the next available time. At the end of each term the class with the highest attendance will earn a reward e.g. a movie afternoon or a pyjama day. Individual children with 100% attendance will receive a certificate in assembly.

We know that the attendance for pupils receiving FSM is often lower than pupils not in receipt of FSM. We are working with our Pupil Premium leads to offer enrichment opportunities for pupil receiving FSM to encourage attendance.

7. Supporting pupils with poor attendance

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

7.1 Letters to parents & meetings with class teachers

If a pupil's attendance drops below 95%, accept in exceptional circumstances, a letter will be sent to parents to notify them and outline the importance of good attendance and direct parents to NHS advice about when children can still attend school.

If absence improves, no further action will be taken.

If absence does not improve letter 2 will be sent out and a meeting will be arranged with the class teacher. If the parent does not attend the meeting another request will be sent out. If they do not attend this and the pupil's attendance does not improve them we may move to the next stage which involves setting up an attendance contract.

7.2 Attendance contract

We use attendance contracts as a form of attendance support.

An attendance contract is a formal written agreement between a parent and the school to address irregular attendance at school. An attendance contract is not legally binding, but it provides a more formal route to secure engagement with support where a voluntary early help plan has not worked or is not deemed appropriate.

Parents cannot be compelled to enter an attendance contract and the school cannot agree an attendance contract in a parent's absence.

Where an attendance contract would be an appropriate form of support, the school will arrange a meeting with the parent (and pupil if they are old enough to understand) to explain the purpose of an attendance contract and why using one would be beneficial in the family's circumstances. The parent will be asked to outline their views on the pupil's attendance, any underlying issues and how they believe these should be addressed. The meeting will allow them to share their views on the idea of an attendance contract and what type of support they think would be helpful.

Where a parent fails to attend the meeting without good reason or notification, further attempts will be made to contact them and arrange another meeting.

The school may enter into 1 attendance contract with all parents, or it may have separate attendance contracts for each parent.

Where parents fail to comply with an agreed attendance contract, the school may seek an alternative course of action. In the first instance, this will include discussions with the parent(s) to seek explanations and determine whether the attendance contract remains useful.

If a parent cannot comply with the attendance contract through no fault of their own, a meeting will be arranged with them to review and adjust it. If the parent fails to engage without a valid reason, the school will issue a warning that the contract may be terminated and alternative action taken.

If there are further instances of non-compliance, the school will arrange a meeting with the parent to review the attendance contract and discuss how it can be made to work. Following this meeting, the school will decide whether the non-compliance is undermining the contract to the extent that it is no longer useful, in which case an alternative course of action will be decided upon.

The school will keep a record of its decision-making and any non-compliance by the parent in respect of the attendance contract.

7.3 Education supervision order

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

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

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

In cases where parents persistently fail to meet the directions given under the education supervision order, they may be guilty of an offence. The local authority can prosecute for persistent non-compliance with the order, and parents will be liable to a fine of up to £1,000, upon conviction.

7.4 Notice to improve

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

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

It will include:

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

7.5 Penalty notices

Penalty notices are issued to parents as an alternative to prosecution where they have failed to ensure that their child of compulsory school age regularly attends the school or, in certain cases, at a place where alternative provision is provided and the national threshold has been reached.

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

Penalty notices will only be used where it is deemed likely to change parental behaviour and support to secure regular attendance has been provided and has not worked or been engaged with, or would not have been appropriate in the circumstances of the offence (e.g. an unauthorised holiday in term time).

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

The school will consider whether a penalty notice for absence is appropriate in each individual case where a pupil reaches the national threshold. We do not have a blanket rule for issuing or not issuing penalty notices.

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

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil and change parent behaviour for the particular family
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution

- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

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

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

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

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

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

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

8. Supporting pupils who are absent or returning to school

8.1 Pupils absent due to complex barriers to attendance

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

Where a parent expresses an intention to educate a child at home, the school will meet with the parent and any relevant professionals before a final decision is made to ensure that the best interests of the child have been considered.

8.2 Pupils absent due to mental or physical ill health

The school recognises that worries about friendships, schoolwork, or tests can cause attendance anxiety. However, regular attendance remains mandatory. Staff will communicate to parents that pupils are still expected to attend school regularly. Staff will work with families to mitigate anxious feelings in school as much as possible and remove barriers to attendance.

The school maintains high expectations for all pupils. For those facing complex barriers, including pupils with SEND or long-term health conditions, appropriate additional support will be provided to secure regular attendance.

In cases of both long-term physical or mental ill health, the school will:

- Facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible while supporting the underlying health issue
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making reasonable adjustments where a pupil has a disability
- Consider whether a time-limited phased return to school would be appropriate in the case of diagnosed mental health problems
- Make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or

more for illness, or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days

Where a pupil has special educational needs and/or disabilities (SEND) the school will:

- Work in partnership with the parents to develop specific support approaches for attendance including, where applicable, ensuring the provision outlined in the pupil's education, health and care (EHC) plan is accessed
- Work in partnership with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day
- Establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments where a pupil has a disability
- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate

In some cases, the school will not be able to fully support a pupil without the assistance of a range of other agencies. The school will:

- Consider whether additional support from other external partners (including the local authority, children and young people's mental health services, GPs or other health services) would be appropriate and make referrals
- Where external support is provided, work together with those services to deliver any subsequent support

If a pupil has an education health and care (EHC) plan, the school will:

- Communicate with the local authority if a pupil's attendance falls or they become aware of barriers to attendance that relate to a pupil's needs
- Where possible, agree adjustments to its policies and practices that are consistent with the special educational provision set out in the education health and care (EHC) plan in collaboration with the parents
- Where needed, work with the local authority to review and amend the education health and care (EHC) plan to incorporate the additional or different attendance support identified

Parents should consult the NHS guidance Is my child too ill for school? when deciding whether to keep their child home due to illness. We will share this guidance with parents, and provide support in understanding it, in order to promote school attendance wherever appropriate.

8.3 Pupils absent due to other barriers to attendance

We believe that good attendance is vital regardless of children's circumstances and any potential barriers. If we identify any barriers to good attendance we will work to support families either through:

- Our SENCO
- Our Pupil Premium Team
- Our Mental Health lead
- Our Young Carers Lead
- Our pastoral support

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

An individualised approach will always be taken to support a pupil after a lengthy of unavoidable period of absence. This will be bespoke based on the circumstances and may include a PTT, pastoral support or meeting with the class teacher prior to returning.

8.5 Prolonged absence for children in the EYFS

We believe that good attendance in the early years supports good attendance throughout a child's schooling. We therefore treat absence in EYFS in a similar way to absence throughout the school. In cases of prolonged absence, or when a child is absent without notification, we will attempt to contact the child's parents and alternative emergency contacts.

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

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

We will also implement our safeguarding procedures (see our child protection policy which is available on the school website) and refer any concerns to local authority children's social care and/or request a police welfare check.

9. Attendance monitoring

9.1 Monitoring attendance

The school will monitor and analyse weekly attendance and punctuality data to identify emerging trends across cohorts, year groups and individual pupils. This will enable early identification of attendance concerns and the delivery of targeted support.

Regular individual attendance analysis will be carried out to identify pupils needing early support across all absence levels, including persistent and severe, and deliver targeted intervention before absence patterns become embedded.

The school will conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends. This will include analysis of:

- Pupils and cohorts, and identifying patterns in uses of certain codes
- Days of poor attendance

The school will use its analysis to provide regular attendance reports to class teachers to facilitate discussions with parents and school leaders (including the special educational needs co-ordinator (SENCO), designated safeguarding lead (DSL) and pupil premium lead).

The school will:

- Devise specific strategies to address areas of poor attendance identified through data. This may, for example, include pupils in a year group with higher than average absence or pupils eligible for free school meals if their attendance falls behind that of their more advantaged peers
- Monitor the impact of school wide attendance efforts, including any specific strategies implemented or specific cohorts that we have sought to target. The findings will be used to evaluate approaches or inform future strategies
- Benchmark its attendance data at whole school, year group and cohort level against local, regional and national levels or performance of similar schools to identify areas of focus for improvement
- Record young carers in the school census and, where a pupil's caring role may be contributing to absence, the school will work in partnership with the pupil and their parents to understand barriers to attendance and to put appropriate support in place. Where needs extend beyond the school gates, the school will work with the local

authority to facilitate access to support through local early help arrangements and other relevant organisations

- Ensure data is regularly monitored for pupils with long term illnesses and/or special educational needs and/or disabilities so that additional support from other partners is accessed where necessary
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Provide data and reports to the governing body to support its work

The school will monitor attendance and absence data (including punctuality) weekly, 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 (MIS) so the data can be accessed regularly and securely.
Data will be submitted to the DfE 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.

9.2 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 we have identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 9.3 below)
- Provide regular attendance reports to class teachers to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators (SENCOs), designated safeguarding leads (DSLs) 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
- Work with parents and any other relevant professionals to monitor and support the attendance of disadvantaged pupils, those with SEND, pupils known or previously known to children's social care, and pupils who may face other barriers to their learning and/or wellbeing

To facilitate timely collaborative working across partners, the school will share information from its registers with the local authority. This will include:

- New Pupil and Deletion returns
- Attendance returns
- Sickness returns

Where a pupil has a social worker and/or youth offending team worker, the school will inform the social worker and/or youth offending team worker if there are unexplained absences from school.

9.3 Reducing persistent and severe absence

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:

- Make patterns of both persistent and severe absence a focus of the school's regular data monitoring and identify pupils and cohorts who need targeted attendance support as quickly as possible
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education. If all avenues of support have been facilitated and the appropriate educational support or placements have been provided but severe absence for unauthorised reasons continues, it is likely to constitute neglect. The school will be especially conscious of any potential safeguarding issues in these cases and where these remain, conduct a full children's social care assessment
- 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
- Work together with the local authority to put additional targeted support in place to remove any barriers to attendance and re-engage the pupil
- The school will sensitively explore the reasons for absence, recognising school as a safe, supportive space and prioritising early help over immediate sanctions
- The school will prioritise support for severely absent pupils. Where necessary to remove barriers to attendance, this will include tailored attendance strategies, whole-family interventions, education, health and care (EHC) plan referrals, or alternative educational provision
- Implement sanctions, where necessary (see section 7)

10. Monitoring arrangements

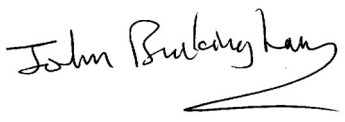
This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Attendance Champion. At every review, the policy will be approved by the full governing board.

11. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Supporting pupils with medical conditions

Review Date: November 2026
To be Reviewed : November 2027



John Buckingham
Chair of Govenors

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 but before register has closed
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable	To suit the child's needs, in exceptional cases a temporary part time timetable may need to be devised.
E	Excluded	Pupil has been suspended or permanently excluded but no alternative provision has been made

H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution	Child may be attending an interview for another educational establishment.
K	Attending Provision arranged by the local authority	The pupil is attending a place, other than the school or any other school at which they are a registered pupil, for educational provision arranged by a local authority under section 19(1) of the Education Act 1996 (exceptional provision of education), section 42(2), or 61(1) of the Children and Families Act 2014 (special educational provision off site). A pupil attending provision arranged by the school rather than the local authority must be recorded using Codes P or B instead.
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Parent travelling for occupational purposes.	The pupil is a mobile child and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place.
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school

N	Reason not yet provided	Pupil is absent for an unknown reason after the register closes (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after 5 days)
O	Unauthorised absence	Where no reason for absence is established or the school is not satisfied that the reason given is one that would be recorded using one of the codes statistically classified as authorized.
U	Arrival after registration	Pupil arrived at school after the register closed.

Code	Definition	Scenario
Q	Unable to attend the school because of a lack of access arrangements	The pupil is unable to attend the school because a local authority has a duty set out in regulation 10(12) or (13) to make access arrangements to enable the pupil's attendance at school and have failed to do so.
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Y1	Unable to attend due to transport normally provided not being available	The pupil is unable to attend because the school is not within walking distance of their home and the transport to and from the school that is normally provided for the pupil by the school or local authority is not available.
Y2	Unable to attend due to widespread disruption to travel	The pupil is unable to attend the school because of widespread disruption to travel caused by a local, national, or international emergency
Y3	Unable to attend due to part of the school premises being closed	Part of the school premises is unavoidably out of use and the pupil is one of those that the school considers cannot practicably be accommodated in those part of the premises that remain in use.

Y4	Unable to attend due to the whole school site being unexpectedly closed.	Where a school was planned to be open for a session, but the school is closed unexpectedly (e.g. due to adverse weather), the attendance register is not taken as usual because there is no school session. Instead, every pupil listed in the admission register at the time must be marked with code Y4 to record the fact that the school is closed.
Y5	Unable to attend as pupil is in criminal justice detention.	The pupil is unable to attend the school because they are: • in police detention, • remanded to youth detention, awaiting trial or sentencing, or • detained under a sentence of detention.
Y6	Unable to attend in accordance with public health guidance or law	The pupil's travel to or attendance at the school would be: • contrary to any guidance relating to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care (or the equivalent in Scotland, Wales and Northern Ireland), or • prohibited by any legislation relating to the incidence or transmission of infection or disease.
Y7	Unable to attend because of any other unavoidable cause	An unavoidable cause, that is not covered by one of the other 'unable to attend' codes detailed above, is preventing the pupil from attending the school.
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

Appendix 2: Risk assessment of emergency Contact in Unexpected absences

No apparent risk: There is no apparent risk of danger to the child. This may be appropriate for children who we have reason to believe are absent from the provision but not at harm due to previous patterns of behaviour or information from other people e.g. a child who often goes on holiday at this time of year and parents always fail to inform you. Continue to make enquiries but it would not be proportionate to contact police at this stage.

Low or medium risk: The risk of harm to the child is assessed as a possible but minimal risk **OR** the risk of harm to child is assessed as likely but not serious. This may be relevant for those children where there are no additional vulnerabilities, however, you have minimal contact information and making parental contact is always difficult.

High risk: The risk of serious harm to the child is assessed as very likely. This would be relevant for children already considered vulnerable. This may be due to risk of neglect or physical, emotional or sexual abuse. Also consider child sexual exploitation and Prevent, in addition to protected characteristics; mental health, forced marriage, honour based violence, trafficking, and female genital mutilation. This may also be relevant for those children where the absence and lack of ability to make parental contact is highly unusual.

1) If this is assessed as 'No Apparent Risk' or 'Low/ Medium Risk' the Headteacher, along with SLT can make the decision to continue to make enquires and not contact the police if they do not feel that this is necessary or proportionate. These cases should not be ignored and must be monitored over time and consideration given to escalation if there is a change to the circumstances that has increased the level of risk.

2) If assessed as 'High Risk' the school will consider contacting the appropriate services, such as Hillingdon MASH (Multi Agency Safe-Guarding Hub) team. Where there is a need for an immediate response then contact the Police.

3) School enquiries continue and any further information shared with appropriate services/Police

4) Follow safeguarding procedures to record concerns, actions and decisions.

Appendix 3: Attendance Contract

(This document should be completed when a parent attends the schools' formal attendance meeting)

Date of meeting:					
Full name of pupil:					
DOB:		Age:			
Full address:					
School Name:					
School year:					
CIN/CP:	Yes/No	SEND support:	Yes/No	EHCP:	Yes/No

Persons with Parental Responsibility *(this includes the birth parent(s) and persons with parental responsibility or who have day to day care of the child)*

Parental Responsibility	Full name	Tick to confirm present at meeting
Father		
Mother		
Other:		
Grandparent		
Carer		

All present at meeting

Professional	Full Name
School senior attendance lead	
School attendance officer	
Other professionals:	
Keyworker/Social worker/Housing officer/SEND Officer/ YOS Officer/ School Nurse/GP or other health professional/ Safer Schools Police Officer	

Reason for Panel meeting

_____ attendance is currently _____% out of a possible _____ sessions. _____ has only managed to attend _____ sessions.

1. Actions taken to date to improve student's school attendance:

2. Pupil's comments:
(Where appropriate the pupil can attend the panel meeting. This may be with or with parents present)

3. Parent's comments:
(Use this space to capture the parent's comments as to why their child has poor attendance and any barriers they are experiencing)

4. How is this absence affecting the pupil's progress at school? What can we as a school do to support the pupil to attend regularly:

5. What is going well for the pupil in school:

6. What will parents do to support the pupil to attend school every day:

7. Any other action or support provided by a named member of staff:

Decisions

Parent/carers:

- Must ensure their child attends every day that the school is open for them and is on time for registration
- Provide medical evidence to the school if the child's absence is due to illness
- Must contact the school should there be difficulties with the above points.
-
-

School:

We will only authorise any absence through illness if supported by medical evidence. Alternatively, you can bring _____ into school if they are unwell and allow the school to decide whether _____ is well enough to stay in school. If the school feels that he/she is too unwell, then you will not have to provide medical evidence for that absence.

We will be available for advice and support during the review period. If the pupil named in the agreement does not attend regularly and punctually a referral may be made to the Attendance Support Team at Hillingdon Council who may consider:

- Issuing a Penalty Notice of £60.00 to each parent/carer
- prosecution at Magistrate Court
- an Education Supervision Order or
- a Parenting Order.

The pupil's attendance will be reviewed on:

I accept the parenting contract agreement decisions above and agree to comply with the requirements.

_____ Signed Parent/Carer

_____ Signed Parent/Carer

_____ Signed Pupil

_____ Signed Headteacher/ School Attendance Lead

_____ Witness

Appendix 4: Attendance Panel Agreement

(This document should be completed when a parent does not attend the schools' formal parenting contract attendance meeting)

Date of meeting:					
Full name of pupil:					
DOB:		Age:			
Full address:					
School Name:					
School year:					
CIN/CP:	Yes/No	SEND support:	Yes/No	EHCP:	Yes/No

Persons with Parental Responsibility *(this includes the birth parent(s) and persons with parental responsibility or who have day to day care of the child)*

Parental Responsibility	Full name	Tick to confirm present at meeting
Father		
Mother		
Other:		
Grandparent		
Carer		

All present at meeting

Professional	Full Name
School senior attendance lead	
School attendance officer	
Other professionals:	
Keyworker/Social worker/Housing officer/SEND Officer/ YOS Officer/ School Nurse/GP or other health professional/ Safer Schools Police Officer	

Reason for Panel meeting

_____ attendance is currently _____% out of a possible _____ sessions. _____ has only managed to attend _____ sessions.

1. **Actions taken to date to improve student's school attendance:**

2. Pupil's comments:
(Where appropriate the pupil can attend the panel meeting. This may be with or with parents present)

3. How is this absence affecting the pupil's progress at school? What can we as a school do to support the pupil to attend regularly:

4. What is going well for the pupil in school:

5. Any other action or support provided by a named member of staff:

<u>Decisions made by the panel in the parents absence</u>

Parent/carers:

- Must ensure their child attends every day that the school is open for them and is on time for registration
- Provide medical evidence to the school if the child's absence is due to illness
- Must contact the school should there be difficulties with the above points.
-

School:
We will only authorise any absence through illness if supported by medical evidence. Alternatively, you can bring _____ into school if they are unwell and allow the school to decide whether _____ is well enough to stay in school. If the school

feels that he/she is too unwell, then you will not have to provide medical evidence for that absence.

We will be available for advice and support during the review period. If the pupil named in the agreement does not attend regularly and punctually a referral may be made to the Attendance Support Team at Hillingdon Council who may consider:

- Issuing a Penalty Notice of £60.00 to each parent/carer
- prosecution at Magistrate Court
- an Education Supervision Order or
- a Parenting Order.

The pupil's attendance will be reviewed on:

I accept the Attendance Panel agreement decisions above and agree to comply with the requirements.

_____ Signed Pupil (if Present)

_____ Signed Headteacher/ School Attendance Lead

_____ Witness

Appendix 5: Special Leave of Absence Request Form

Glebe Primary School

Head Teacher: Mrs M Penney MA, BA (Hons), PGCE

Sussex Road, Ickenham, Uxbridge, Middlesex, UB10 8PH

Special Leave of Absence in Term Time Request

This form should be completed and returned no less than 4 weeks before the planned absence.

PLEASE DO NOT BOOK YOUR CHILD'S SPECIAL LEAVE OF ABSENCE UNTIL YOU KNOW THAT THE SCHOOL WILL AUTHORISE IT

Please understand that following changes in 2013 to the Education Regulations 2006, schools are only able to authorise absences in term time **under exceptional circumstances.** Before completing this form, please read the school's Attendance Policy. A hard copy is available via the school office or the latest edition can be accessed via the school's website
https://www.glebe.hillingdon.sch.uk/page/?title=Attendance+%26amp%3B+Behaviour+Policies&pid=101

I would like to take my child/ren out of school on the following dates:

Date of Last day at School: ..... Date of Return to School: .....

Total number of school days missed: .....

The reason I am requesting this special leave of absence be taken in term time and not in the usual 13 weeks allocated is because:-

.....

.....

.....

.....

Child's Name .....Class ..... (*Current % Attendance .....)

Child's Name ..... Class ..... (*Current % Attendance .....)

Child's Name .....Class ..... (*Current % Attendance .....)

*will be completed by the welfare officer

Do you expect to be taking any more term time holidays this academic year? Please give reasons

.....

.....

I make an application for my child/children named above to have authorised absence from school for the reasons stated. I understand that if this is not agreed then any absence will be treated as unauthorised and may lead to the issue of a Penalty Notice or a Summons for irregular school attendance.

Signed by parent/carer..... Date .....

Appendix 6: Attendance Ladder

ATTENDANCE

Good attendance at school is vital to the current and future success of all children. Research has proven there is a strong link between school attendance and academic performance and success of children. It also impacts on their personal and social development. Absence from school can result in children falling behind their peers and not meeting age related expectations due to missed learning which can be difficult to catch-up on. This also makes it more difficult to be successful with the future learning as gaps in their learning prevent them from moving on when they should. That is why at Glebe we aim for all our children to have 100% attendance or at least 95% attendance so they can benefit from everything a high quality education has to offer.

Take a look at our attendance graphic to see how time missed from school adds up:

100%	95%	90%	85%	80%
Excellent Attendance	**Good Attendance**	**Cause for Concern**	**Serious Cause for Concern**	**Critical Cause for Concern**
0 days absent 0 weeks absent 0 lessons missed 0 hours of learning missed **Best chance of success and this will give your child the best start in life.**	10 days absent 2 weeks absent 66 lessons missed 47.5 hours of learning missed	19 days absent 4 weeks absent 133 lessons missed 95 hours of learning missed 1 day missed per fortnight on average. **PERSISTANT ABSENCE:** Attendance needs to improve to give your child the best chance of success.	28.5 days absent 6 weeks absent 199 lessons missed 142.5 hours of learning missed 1.75 years of missed schooling over 13 years **The Attendance Officer will be in contact**	38 days absent 8 weeks absent 166 lessons missed 1 day missed on average per week 2.5 years of missed schooling over 13 years **This will limit the chances of success and will seriously harm your child's learning as well as their social opportunities.**