

LEAVENING COMMUNITY PRIMARY SCHOOL

ATTENDANCE POLICY



Look and learn beyond the classroom | Have high aspirations and fulfil our potential
Care, share and belong | Lead, teach and learn with passion

Together We Can

Our school purpose of 'Together We Can' ensures that we place pupil wellbeing and emotional and mental development at the heart of their education. If pupils feel happy, safe, secure and cared for they will undoubtedly thrive within their ability educationally. Underpinned through our 4 values of 'care, share and belong; have high aspirations and fulfil our potential, look and learn beyond the classroom and teach, learn and lead with passion' we promote and place pride on good attendance, offering a high-quality curriculum that champions high expectations and development of the whole child.

All children of compulsory school age have the right to full time education regardless of age, aptitude, ability and any special needs they may have, in order for them to realise their full potential. The school has a significant part to play in communicating their values and expectations, as well as outlining good practice and procedures for promoting attendance.

Leavening Community Primary School takes seriously its responsibility to monitor and promote the regular attendance of all its pupils. It acknowledges that irregular attendance seriously disrupts the continuity of learning, undermines educational progress, and can lead to underachievement and low attainment as well as impeding children's ability to develop friendship groups within school.

Our aims at Leavening

- To maintain a high level of attendance so that pupils can achieve their full potential.
- Promote a positive and welcoming atmosphere in which pupils feel safe, secure and valued.
- To make attendance and punctuality a priority.
- To provide support, advice and guidance to parents/carers and pupils.
- To promote opportunities to celebrate and reward pupil's successes and achievements.
- To raise the awareness of the importance of good attendance.
- Good communication with home is a fundamental ingredient in our school's success in promoting good attendance and punctuality.
- To promote effective partnerships with the Education Social Welfare Service and other agencies, and where appropriate to use the Common Assessment Frameworks process to address issues preventing pupils attending school and impacting on life chances.
- To recognise the needs of an individual student when planning reintegration following significant periods of absence.
- To ensure that attendance is monitored effectively and reasons for absence are recorded promptly and consistently.
- To ensure that systems are in place to identify and respond to the needs of different children's reasons for absence.

What is expected of Pupils?

- To respect themselves and others.
- To do all they can to attend school regularly and punctually.
- To be well prepared for the school day.
- To recognise that their achievement depends on very good attendance.

Parents have the prime responsibility for ensuring their child attends school regularly and punctually. They have a legal responsibility to ensure that their child is in school for every lesson after they have registered. Under the 1996 Education Act parents may be prosecuted if their child does not attend school regularly or punctually. This will be supported by close co-operation between the School, Education Social Welfare Service and other relevant agencies.

Parents need to know

- We recognise that individual children and families may from time to time have problems. Our aim is to support regular attendance.
- Lateness will be investigated and parents made aware of our expectations regarding prompt attendance.
- Where a child is absent without prior authorisation, an explanation is required on the first day of absence. If the office has not received a message by 9.30am then they will contact the family directly. If a valid reason is not received then the absence will be unauthorised and the register marked accordingly.
- The school are not obliged to accept parental notes where there is reason to doubt the validity of the explanation offered.
- Parents need to be aware of curriculum requirements and be especially vigilant with regards to attendance during important academic times such as SATS and the first two weeks in the new school year that are an important settling in time.
- Families should see themselves as partners with the school and instil respect for education and those who teach their children.
- Parents need to support their child and recognise their successes and achievements.
- Parents need to work closely with the school and Education Social Worker to resolve any problems that impede their child's attendance.
- Parents need to ensure their child arrives at school on time, properly dressed, with the right equipment, and ready to learn. A reason should be offered for lateness.
- No parent or carer can demand leave of absence as a right. An application for pupil leave in exceptional circumstances during term-time should be completed as far as possible in advance and at least 6 weeks before the first date of the period of leave being requested. Each application will be individually considered. *See Appendix 1.*
- Where a child is taken out of school for the purpose of leave of absence in term time without the permission of the school, the absence will be coded as unauthorised and as such may result in a **Penalty Notice**. Penalties are applied by the Local Authority and as such are not at the discretion of the headteacher.
- It must be noted that taking a pupil on leave during term time interrupts teaching and learning and can disrupt your child's educational progress.

What is expected of the School?

- To create a school ethos that pupils want to be part of.
- To meet the legal requirements set out by the Government.
- To give a high priority to attendance and punctuality.
- To develop and maintain procedures that enables the school to identify, follow up absences and lateness with effective monitoring and intervention.
- To consistently record authorised and unauthorised absence and lateness.
- To develop a range of effective strategies to support children and families where absence and punctuality is a problem.
- To encourage open communication between school and home.

- To celebrate good attendance.

The Local Authority (LA) has a responsibility to provide education and promote regular attendance of all statutory school age children. Through the Education Social Welfare Service, the LA provides support to schools and parents to fulfil their legal duty. The Education Social Welfare Service is the enforcement agency of the LA and as well as providing guidance and support, through its officers it may take a parent/carer to court for not fulfilling their duty under Section 444 of the Education Act 1996. The court may fine the parent/carer and put in place a School Attendance order, an Education Supervision Order or a Parenting order.

School procedures and systems

Registration

An accurate and consistent registration system to monitor attendance and lateness is essential.

The register will be taken each day and whilst doing so the teacher will be checking the emotional health and well-being of the child.

School starts at 8.45 am.

Registers close at 9am. For children arriving after 8.45am but before 9am, the register will be marked with an L (authorised late). Pupils arriving after 9am will be marked with a U (unauthorised late) unless there is a valid reason e.g. medical appointment.

All absences are shown as either authorised or unauthorised using the symbols agreed and indicated in the Local Authority guidelines. The registers are legal documents and the school may be asked to produce them in any judicial proceedings.

Pupils who arrive after 8.45am should report to the main office. If your child arrives late in school you must accompany them into school to sign the late book which records name, class, and time of arrival and reason for lateness. All staff are aware that any child arriving late MUST report to the office for the purposes of fire safety regulations.

A reason for absence is always required. Reasons for absence may be offered verbally in person or by phone or by email or letter. The school will then decide if it wishes to authorise the absence. This decision will be made within guidelines set out in the 1996 Education Act which identifies the following acceptable reasons for absence.

- The child is ill or is prevented from attending school by unavoidable cause.
- The child lives over a certain distance from the school and either the LA has failed to make appropriate arrangements to register the child at a nearer school or failed to make appropriate transport arrangements.
- The child is absent on days exclusively set apart for religious observance in their particular faith.
- The child is absent with "leave" due to exceptional circumstances.

Monitoring Non-attendance and Lateness

- School will encourage all families to telephone school by 9a.m. on the first day of absence.
- If this is not the case, the attendance officer (the administrator) will contact home, in the morning of the first day of absence informing them that the child is not in school and enquire as to a reason
- If, after the child has returned to school, there has been no reason given for absence, the attendance officer will write to the parent/carer requesting that they provide a reason.
- Governors and head teacher will monitor registers and identify poor attendance/punctuality patterns and advise families accordingly. If appropriate, attendance at or below 95% will trigger referral to the attendance panel (head teacher and attendance governor)
- School will offer support to pupils and their families - this may include a referral to other appropriate agencies.

- School will refer where necessary to the Education Social Welfare Service
- Persistent lateness will result in a letter home in the first instance.

The attendance officer and the headteacher will review the attendance of all the school's pupils on a regular basis and identify any pupils causing concern. A letter will be sent to parents outlining this concern and offering support. The pupil's attendance/punctuality will be monitored closely. If there is no improvement the parents/carers will be invited to attend a meeting with the head teacher and other appropriate staff to discuss the issue and hopefully resolve any issues preventing the child from attending school. If the parent/carer does not attend the meeting or if there is no improvement after the meeting then the school will make a formal referral to the Education Social Welfare Service.

Strategies used to promote good attendance and punctuality

- Staff will ensure that the curriculum is delivered within a culture of inclusion and in such a way that pupils feel that they have and can succeed.
- Good and improving attendance will be rewarded.
- Each week the class with the best attendance will receive a class reward.
- Individual pupil attendance rates will be shared and evaluated for each class every term by the attendance officer.
- Positive reinforcement will be given to those pupils who have been off school for a period of time and if necessary an action plan will be developed to help them catch up with the curriculum and promote future attendance.
- School will provide support and guidance to pupils and their families.
- The head teacher will ensure that information is shared with parents through newsletters. Individual pupil level absence data will be provided to parents/guardians when attendance of individual pupils becomes an issue.
- The attendance rate and number of unauthorised absences will be included on monitoring reports.
- The leadership team and governors will review progress with attendance regularly throughout the year and a designated governor will liaise with school on all issues relating to attendance.
- Each term school will compile a list of children they feel may need to be supported to improve their attendance to ensure they maximise their learning potential. The action school takes will depend on the % level of attendance.

Absence Bandings and Intervention Levels

In line with the **Working Together to Improve School Attendance** statutory guidance, this policy defines tiers of intervention based on pupil attendance rates. Pupils whose attendance falls below **95 %** will be monitored as **"at risk of absence"**, and we will engage with families early to understand and remove barriers. If attendance declines further to **90 % or below**, a pupil is classified as **"persistently absent"**, triggering a more formal response, such as attendance contracts, regular reviews, or referral to Local Authority support. In extreme cases—where attendance drops to **50 % or less**, or patterns of absence become severe—these pupils may be classed as **"severely absent"**, requiring the highest level of intervention, including legal measures if voluntary support fails. The school will use these bandings to guide targeted support, ensure procedural consistency, and act swiftly when attendance concerns escalate.

Policy drafted: September 2025

Agreed by Governors: October 2025

Review date: September 2026

Signed: Mr James Robinson (Chair of Governors) Mrs Sian Mitchell (Headteacher)

APPLICATION FOR PUPIL LEAVE OF ABSENCE IN EXCEPTIONAL CIRCUMSTANCES DURING TERM TIME

This form should be completed by the parent/carer and returned to the school as far in advance as possible and preferably at least **6 weeks** before the first date of the period of leave being requested. Parents/carers must obtain the schools permission **before making any arrangements for leave in exceptional circumstances; otherwise the absence will be recorded as unauthorised.**

No parent/carer can demand leave of absence as of right.

The Education regulations state that applications for leave must be made in advance by a parent with whom the child lives and can only be authorised by the school in exceptional circumstances. Each application is considered individually by the school.

The following are examples of the criteria for leave of absence, which may be considered as 'exceptional':

- Service personnel returning from active deployment
- Where inflexibility of the parents' leave or working arrangement is part of the organisational or company policy. This would need to be evidenced by the production or confirmation from the organisation/company
- Where leave is recommended as part of a parents' or child's rehabilitation from medical or emotional problems. Evidence must be provided
- When a family needs to spend time together to support each other during or after a crisis

Please note: Head teachers would not be expected to class any term time holiday as exceptional.

This is not an exhaustive list and head teachers must consider the individual circumstances of each case when making a decision on this matter. Where a Head teacher feels that there may be exceptional circumstances which do not fit the criteria, they may refer to the local authority for advice. The decision of the Head teacher is final. Parents who take a child on leave in term time without the permission of the school risk being issued with a penalty notice fine for unauthorised absences.

Taking a pupil on leave during term time interrupts teaching and learning and can disrupt educational progress. Before completing this application form parent/carers are asked to consider the effect on their child's continuity of education.

APPLICATION FOR PUPIL LEAVE OF ABSENCE DURING TERM TIME IN EXCEPTIONAL CIRCUMSTANCES

Name of pupil(s):

School:

Class(es):

Address:

Telephone No:

Siblings (if different school) Schools attending:

I request permission for my child to be absent from school

From.....To.....

Total school days.....

Exceptional circumstances for request:

(this section must be answered in full and against stated criteria)

Signature of parent/carer.....Date.....

For school use only

Seen by Head teacher (signature).....Date.....

Decision reached.....

Date reply returned to parent (s).....

Individual Roles and Responsibilities

The roles of all staff in contributing to maintaining high levels of attendance are clearly outlined within job descriptions. Responsibilities to promote high attendance may form part of staff performance management.

Class teachers will:

- Ensure registers are conducted seriously and accurately.
- Send a message to the school office if a pupil is unexpectedly absent.
- Support pupils after a period of absence to catch up with work missed to reduce impact of absence.
- Actively discourage late arrival.
- Be alert to patterns of absence and late arrival.
- Follow up promptly reasons for absence or persistent lateness if not received within 2 days by requesting contact home by the attendance officer.
- Use absence codes accurately.
- Raise concern with head teacher when a pupil's absence rate continues to increase and decide on level of intervention with head teacher and attendance officer.
- Monitor lateness and record late arrival in SIMs. Follow up persistent lateness promptly with home contact via a letter sent by the attendance officer.
- Encourage a sense of competition between classes for the attendance awards.
- Ensure that pupils understand the link between good achievement and high rates of attendance and instil in them the importance of punctuality and good attendance.
- Raise attendance as an important issue when appropriate at Progress Review Day interviews.

Head teacher/Attendance lead will:

- Present attendance certificates in assemblies and regularly promote successes in attendance.
- Present certificates for each term (gold certificate for 100% silver if greater than 95%) and draw a name for a prize each term from pupils who have been awarded certificates.
- Publish weekly 'Class of the week' and arrange for the group to have an early lunch on their assembly day that week.
- Carry out pupil voice to monitor the impact of return to school discussions on attendance.
- Evaluate impact of rewards on various groups.
- Monitor the rate of lateness and the actions taken (late book, pupil planners, lunch detentions records, record of correspondence to parents).
- Carry out pupil voice with persistently late pupils to investigate causes and actions to remedy situation.
- Liaise regularly with EWS and attendance officer about letters home.
- Conduct phone or 1:1 interview with parents of pupils who have attendance issues.
- Draw up a re-integration plan for pupils returning after periods on prolonged absence and distribute the class teachers.
- Evaluate re-integration plans after 3 weeks with Inclusion manager.
- Monitor Progress for pupils with poor attendance
- Monitor attendance of identified pupils.
- Monitor pupil awareness of their attendance and its importance to their high achievement.
- Attend attendance panel meetings.

All staff and governors will:

- Monitor the effectiveness of attendance policy at maintaining and improving attendance.

Attendance Officer will:

- Check that an up to date record of attendance is available at the end of each session and record which registers have been missed and inform the teachers each week.
- Monitor the use of attendance codes and inform teachers when codes are not being applied correctly.
- Follow up persistent lateness with contact by letter to parents signed by head teacher
- Compile regular data reports for the head teacher for use in reports to Governors.
- Make first day contact with home if a pupil is absent.
- Publish regular attendance figures in school for each class and individual attendance rates for pupils in each tutor group.
- Monitor that parents/carers have provided an adequate reason for absence or lateness.
- Decide, together with teacher and head teacher, on the level of intervention and keep record of interventions for each pupil.
- Work with the head teacher to identify attendance patterns and evaluate the impact of interventions on the attendance of identified groups. See Appendix 2.
- Call attendance panel meetings and attend and minute these meetings.

Inclusion Manager will:

- Draw up a re-integration plan with the teacher for pupils who are returning after prolonged absence.
- Evaluate re-integration plans after 3 weeks with teacher.
- Write an Individual Action Plan for each pupil who is persistently absent, either currently or in the previous year. Monitor and evaluate IAPs.

Head teacher will:

- Ensure job descriptions make clear the role of all staff in respect of maintaining and improving punctuality and attendance.
- Publish the policy on term time holiday absence through newsletter annually and place on the school website.
- Ensure the prospectus includes a section about expectations relating to attendance, relationship between attendance and achievement and policy on in-term absence.
- Promote the need for a whole school commitment to raising attendance and that all staff have responsibilities in this matter
- Raise the profile of attendance for achievement amongst pupils and their parents at every opportunity.
- Provide the attendance officer with clear procedures to follow to identify attendance patterns and the impact of interventions. See Appendix 2.

- Monitor and direct resources to address issues with attendance.
- Monitor achievement meeting agendas to check that attendance is a regular item.
- Systematically evaluate the implementation of the policy.
- Monitor communications with parents
- Ensure attendance and unauthorised absences are included on monitoring report with a comment relating attendance with achievement.
- Ensure policy on term time holiday absence is communicated to parents through an annual letter, the prospectus, website and newsletter items.
- Ensure attendance is a regular item in the school newsletter.
- Meet with attendance officer each half-term to monitor and evaluate aspects of the policy on maintaining and improving attendance.
- Keep records of intervention on pupils with high absence rate
- Check staff feedback/survey after induction.
- Monitor reasons for poor punctuality and actions to address issue

Governors will:

- Receive termly reports on attendance.
- Monitor the role of leadership in implementing the attendance policy.

Education Social Welfare Service will:

- Review pupils with attendance below 85%.
- Intervene when pupil's attendance is less than 85% in consultation with the school.
- Telephone parents in first instance
- Home visit
- Regular meeting with pupils.
- Involve pupils in an attendance group.
- Be involved with multi-agency working.
- Attend attendance panel meetings in school.