



LEOPOLD
Primary School

Attendance Policy

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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 expect all children on roll to attend every day, when the school is in session, as long as they are fit and healthy enough to do so. There is a proven connection between success at school and high attendance. We do all we can to encourage the children to attend, and to put in place appropriate procedures. We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school. To this end, we strive to make our school a happy and rewarding experience for all children. We will reward those children whose attendance is very good. We will also make the best provision we can for those children who, for whatever reason, are prevented from coming to 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 headteacher to account for the implementation of this policy

3.2 The Executive Headteacher

The Executive 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 fixed-penalty notices, where necessary, and/or authorising the Welfare Officer and/or admin team to be able to do so
- 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 Janette Gibbs (HH site) and Kaitlyn Atkins (GR site) and can be contacted via attendance@leopold.brent.sch.uk

3.4 The Attendance & Welfare Officer

The Attendance & Welfare 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 headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the Head of School when to issue fixed-penalty notices

The Attendance and Welfare officer is Cherelle Francis on the Hawkshead site and can be contacted via attendance@leopold.brent.sch.uk

On the GR site, this is carried out by the Attendance Champion.

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 by 9.00am.

3.6 Admin staff

Admin staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the welfare officer where appropriate, in order to provide them with more detailed support on attendance
- Support in carrying out 1st day absence calls

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 every day on time
- Call the school to report their child's absence before 9am 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 any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting Cherelle Francis (HH site) or Kaitlyn Atkins (GR site), who can be contacted via attendance@leopold.brent.sch.uk

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time

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 reason for the amendment
- The name of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- [For pupils of compulsory school age] 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 8.30 (soft start) and ends at 3.15.

Pupils must arrive in school by 8.45 on each school day.

The register for the first session will be taken at 8.45 and will be kept open until 9.00. The register for the second session will be taken at 12:30 for KS1 and will be kept open until 12:45; for KS2 at 1.30 and will be kept open until 1.45.

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 9.00, or as soon as practically possible, by calling the school admin staff.

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 3 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 and provides evidence. This should be via email to attendance@leopold.brent.sch.uk However, we encourage parents to make routine 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. ie: attend before and after an appointment

4.4 Lateness and punctuality

A pupil who arrives late:

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

If a pupil is marked as late more than twice in one week, contact will be made with the pupil's parent to establish the reason for lateness. Repeated lateness may result in a referral to the Education Welfare Officer.

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 contact Children's Social Care
- 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: [issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate]

4.6 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 via a letter or a phone call.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The school has adopted the policy of all requests for leave in term time to be submitted to the Executive Headteacher. Leave **will not** be approved unless it is under proven exceptional circumstances and in these cases further evidence will be requested. The Executive Headteacher may request a meeting with parents to discuss the request and/or documentation may be required to back up a request. Any unauthorised extended leave/holidays in term time will result in a referral to the Education Welfare Officer and a penalty notice/fine. The Local Authority authorises the fine that is sent to families.

The Executive Headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings. The Executive 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
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

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, leave of absence will not 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 4 weeks before the absence, and in accordance with any leave of absence request form,

accessible via the school office. The Head of School 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 (1 day) – 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
- Attending work experience
- 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

Proof may be requested to substantiate any requests for authorisation.

5.2 Sanctions

Our school will make use of the full range of 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.

Penalty notices

The Head of School (or someone authorised by them), 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. If the school issues a penalty notice, it will liaise with the local authority before doing so, and send it a copy of any penalty notice issued.

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
- 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.

Notices 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.

Notices 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.

They 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 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

6. Strategies for promoting attendance

- Attendance is promoted by all staff as something positive and desirable.
- All the children who have 100% attendance will receive an excellence certificate and badge for attendance, awarded at the achievement assembly each term.
- There is a reward for the class who has the highest attendance each week.
- Special privileges for classes with excellent attendance, such as a movie afternoon or non-uniform day.
- Letters of recognition are sent home if children improve their attendance over the year. These are usually children who have been monitored and their parents/carers have been attending the attendance meetings with the SAO.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

When children have an illness that means they will be away from school for over five days, the school will do all it can to send material home, so that they can keep up with their school work.

If the absence is likely to continue for an extended period, or be a repetitive absence, the school will contact Brent Inclusion Service, so that arrangements can be made for the child to be given some tuition outside school.

The school will contact the parent or guardian of any child who has an unauthorised absence. If a child has a repeated number of unauthorised absences, the parents or guardians will be asked to visit the school and discuss the problem. If the situation does not improve, the school will then contact the LA support services, who will visit the home and seek to ensure that the parents or guardians understand the seriousness of the situation.

The governors, supported by the LA, reserve the right to consider taking legal action against any parents or guardians who repeatedly fail to accept their responsibility for sending their children to school on a regular basis.

7.2 Pupils absent due to mental or physical ill health or SEND

Identified pupils with specific medical, mental, physical ill health or Special Educational needs, who have a high level of absence, will be supported by the following strategies:

- Weekly monitoring of attendance and absence

- Where necessary working with the Local Authority to record such absences as authorised to reflect attendance as good as can be expected for these pupils and the school
- Recognise that some pupils may require alternative provision and work with the Local Authority and other agencies to allocate appropriate provision which may not be within our school.
- A meeting will be arranged with the parent to discuss each individual case and offer support such as an Early Help Assessment or referral to the Mental Health Support Team

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 relate to the pupil's needs, the school will inform the local authority, seek support from external agencies and arrange a meeting with parents to discuss how to improve attendance.

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

Pupil who have been absent from school for a lengthy period of time will be supported by the following strategies:

- Meeting with parents before reintegration back into school
- Academic support through additional provision if deemed necessary
- Social and Emotional support through referral to ELSA (Emotional Literacy Support Assistant)

8. Attendance monitoring

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.

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 class teachers, 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 lead)
- 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

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
- 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

- Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Theresa Landreth, EHT.

9.1 It is the responsibility of the governors to monitor overall attendance, and they will request a termly report from the Executive Headteacher. The governing body also has the responsibility for this policy, and for seeing that it is carried out. The governors will therefore examine closely the information provided to them, and seek to ensure that our attendance figures are as high as they should be.

9.2 The school will keep accurate attendance records on file for a minimum period of three years. Parents will be given documentation relating to their child's attendance 3 times per academic year (Parent Information Meetings and Annual School Report).

9.3 The rates of attendance will be reported on the school website.

9.4 This policy will be reviewed by the governing body every two years, or earlier if considered necessary.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

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: · In police detention · 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:

Summary of procedures at Leopold Primary School to promote good attendance/punctuality:

Daily Procedures	By Whom	Outcomes/action
Parents ensure pupils arrive at school on time	Parents/Carers	Positive start to learning
Pupils arriving late to school are registered in the office.	Admin staff	Absence mark on Arbor amended to a late mark by Admin staff Conversations at school gate with parent/carer re: reason for lateness and encouragement to come on time.
Teachers use register on Arbor to record class attendance. This is done in the morning and the beginning of the afternoon session.	Teachers/LSA	
Online attendance registers checked after 9.15pm	Admin Staff/ Attendance & Welfare Officer	Paper register used if required Amendments/queries made using different coding and comment section
Children arriving after 9am marked as unauthorised absence	Admin Staff/ Attendance &Welfare Officer	Follow up notification to parents to alert them to the unauthorised absence
Parents inform the school by 9:30am if their child is absent that day	Parents/Carers	Welfare/admin checks answering machine and office records for parent phone calls re punctuality and absence.
Unexplained absence report created and list checked and acted on	Attendance & Welfare Officer/Admin team	Phone calls made to parent/carer, requesting reason and updates. Follow up text/email sent of no answer. Conversation with Teachers and Senior Leadership Team re concerns

Parents phone/provide medical appointment sheets/written notes for absence	Parents	Admin Staff notes/uses for updating system/ files these.
Checks for Child Missing Education (CME)	Head of School/Attendance & Welfare Officer/SAO	Unexplained absences without contact after 3 days referred to Head of School and EWO Information to be recorded on Arbor/Cpoms
Discussions as required in response to specific attendance/punctuality concerns	Head of School and SAO	Follow up

Weekly Procedures	By Whom	Outcomes/action
Fridays: All unexplained absences resolved	Attendance & Welfare Officer	Chasing up parents/teachers for information re absences. Editing codes where needed online
Fridays: Attendance % statistics produced by Reg group and for whole school	Attendance & Welfare Officer/Admin team	Weekly Stats ongoing sheet compiled. Distributed to HT, SLT and Teachers. Allows monitoring. Data used for analysis
Celebration of Attendance Assembly.	SLT	Children can see which classes have been successful with their attendance and punctuality
School newsletter attendance bulletin	Head of School	Reminders on bulletin/ strip light/website
Punctuality % statistics produced and letters sent to parents with 2+ lates	Attendance & Welfare Officer/ Admin team	Reminders on Newsletter
Fortnightly Procedures	By Whom	Outcomes/Actions
Check on all pupils under 92% for school year so far.	Head of School/	Identify and keep close track of patterns of absence.

Meeting with SAO in school Follow up with concerns with SAO	Attendance & Welfare Officer	Inform HT Conversations with parent/carers Meeting notes to be recorded on Cpoms.
Referrals to SAO for cases under threshold of 92% and no sign of improvement	Head of School/ Attendance & Welfare Officer	Referral Administration Letter to parent Note on Cpoms
Update tracking grid of all pupils under 95%	Head of School/ Attendance & Welfare Officer	Note improvements as well as concerns

Half Termly and Termly Procedures	By Whom	Outcomes/Actions
Analyse attendance tracking sheet	Head of School/ Attendance & Welfare Officer	Letters to families lower than 96% Address concerns, trends and progress
Analyse punctuality statistics	Head of School/ Attendance & Welfare Officer	Letters to all parents with more than 4 lates. Daily conversations/suggested interventions with parents Eg breakfast club Note on Cpoms
Autumn and Spring Term ATTENDANCE FORUM for those on tracking not improving and needing further parental communication	Head of School/ Attendance & Welfare Officer	Progress congratulated, concerns address Referrals made where necessary Notes on Cpoms
Parent/Teacher Meetings Attendance discussed	SAO	Attendance & Welfare Officer/Admin team provides each individuals

		attendance % and communication with teachers before and after PTM's Note on Cpoms
End of Term Stats created. First week of term and last week of term reviewed.	Head of School /Attendance & Welfare Officer	Recognise and track low attendees and update interventions. Review strategy for end of term and beginning of term
First week of term and last week of term attendance reviewed	Head of School/ Attendance & Welfare Officer	Review strategy to improve beginning and end of term. Up awareness campaign re dates – Website/newsletters/ assemblies/notices at school gates/ letter re holidays in term time.
Termly 100% individual certificates given in special Attendance Ceremony	SLT	Enthuses children to come to school every day.
Term dates clearly communicated	Office/EHT	Website/newsletters/front office form

Annual Procedures	By Whom	Outcomes/Actions
End of School Year Stats	Head of School/ Attendance & Welfare Officer	Report to Governing Body. See how improvements can be made
Comparative Year Stats	Head of School/ Attendance & Welfare Officer	
Set new target for next school year	EHT	
Beginning of new school year Online Register training for new classroom staff	Office Staff	

Appendix 3:

Annual letter to Families

Dear Parents and Carers,

RE: Requests for leave in term time and taking children out of school early before the holiday breaks commence.

There have been significant changes to the attendance regulations for pupils at schools across the country. From 1st September 2013, Headteachers have been discouraged to grant any leave in term time. In addition, the Local Authority now imposes fines for children being out of school in unauthorised circumstances. This can be very costly for families.

Below is a quotation directly from the Department for Education circular:

'The amendments make clear that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.'

There are many situations which could constitute exceptional circumstances. In this school we interpret 'exceptional' in this context as being of unique and significant emotional, educational or spiritual value to the child, which outweighs the loss of teaching time. As a Headteacher, I will consider each case on an individual basis (looking at past requests, attendance and attainment levels) but I do need to stress that most request will be refused based on the fact that there are 13 weeks holiday each year in which to visit relatives and many request are for time added on to holidays.

If you consider that you need to take children out of school for a period during term time, or considering taking children out early for any holiday break, I ask that you make it very clear how the circumstances are exceptional. There are new forms to complete.

I hope that you understand the strict regulations that we as a school must abide by. Historically, parents have just booked and gone away for long periods. This cannot continue. You are putting your child's education at risk and also the reputation of the school. I must also remind parents that the school now has a waiting list therefore a loss of school place could be detrimental in many ways.

Please support the school in supporting you.

Yours sincerely,

Theresa Landreth

Executive Headteacher