HEATHFIELD PRIMARY SCHOOL

Policy Name	Attendance
Date Created	January 2025
Date Reviewed	January 2025
Review Date Due	Spring 2026
Policy Creator	Peter Kirby-Bowstead

Imagine... Believe... Achieve

Our Attendance Team:

Senior Attendance Champion	Mr Peter Kirby-Bowstead *Headteacher* *Designated Safeguarding Lead*
Attendance Officer	Mrs Janine Lowther *Deputy Designated Safeguarding Lead*
Home School Learning Mentor	Mrs Linda Carvey *Deputy Designated Safeguarding Lead*
Attendance Governor	Paula Humphreys *Chair of Governors*

Introduction

Heathfield Primary School is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

Inclusive Attendance Professional Development Model

The Inclusive Attendance professional development model fundamentally guides our attendance approach. Comprising six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management to seamlessly integrate theory into practice.
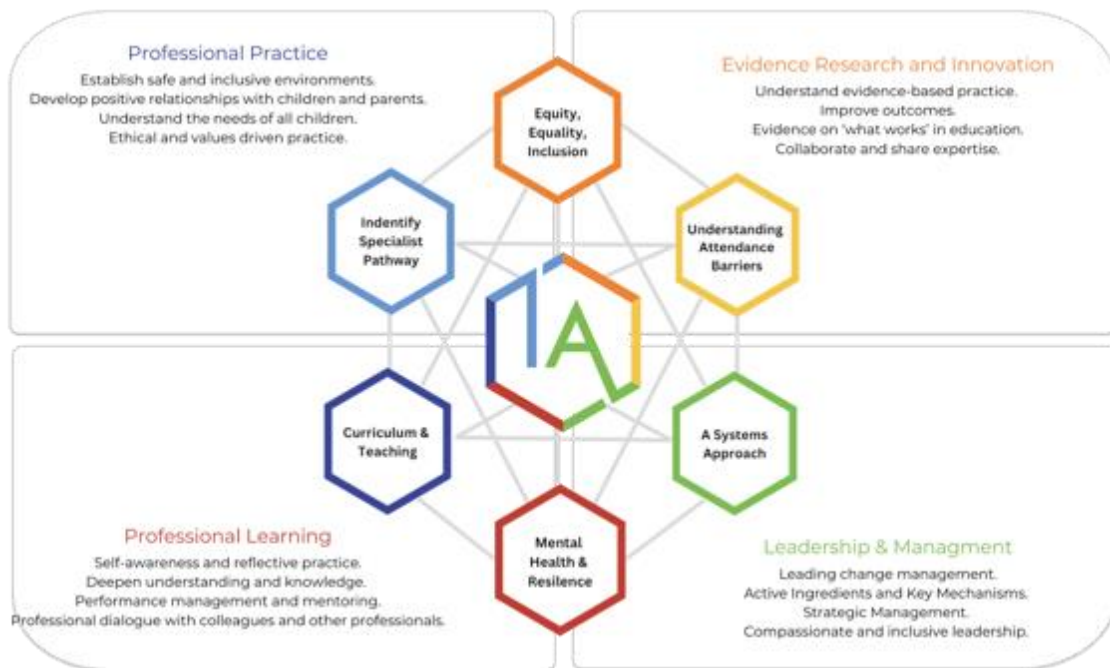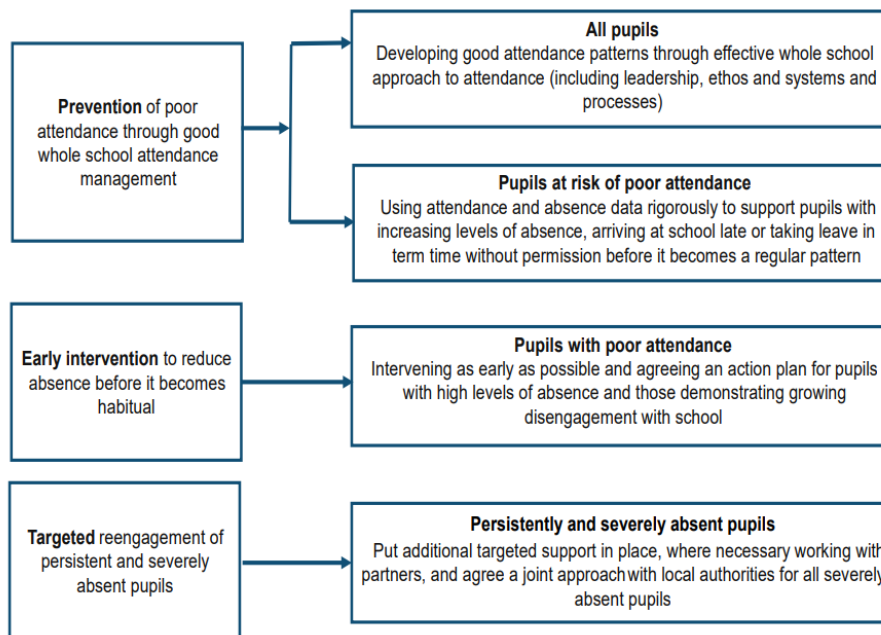

Annual Inclusive Attendance 7-Month Development Programme

Each year, Heathfield Primary School review and further enhances attendance practices through dedicated participation in the Inclusive Attendance 7-month development programme. This investment allows us to remain at the forefront of educational change and extends unparalleled support to our children and their families, equipping them with access to the finest possible assistance.
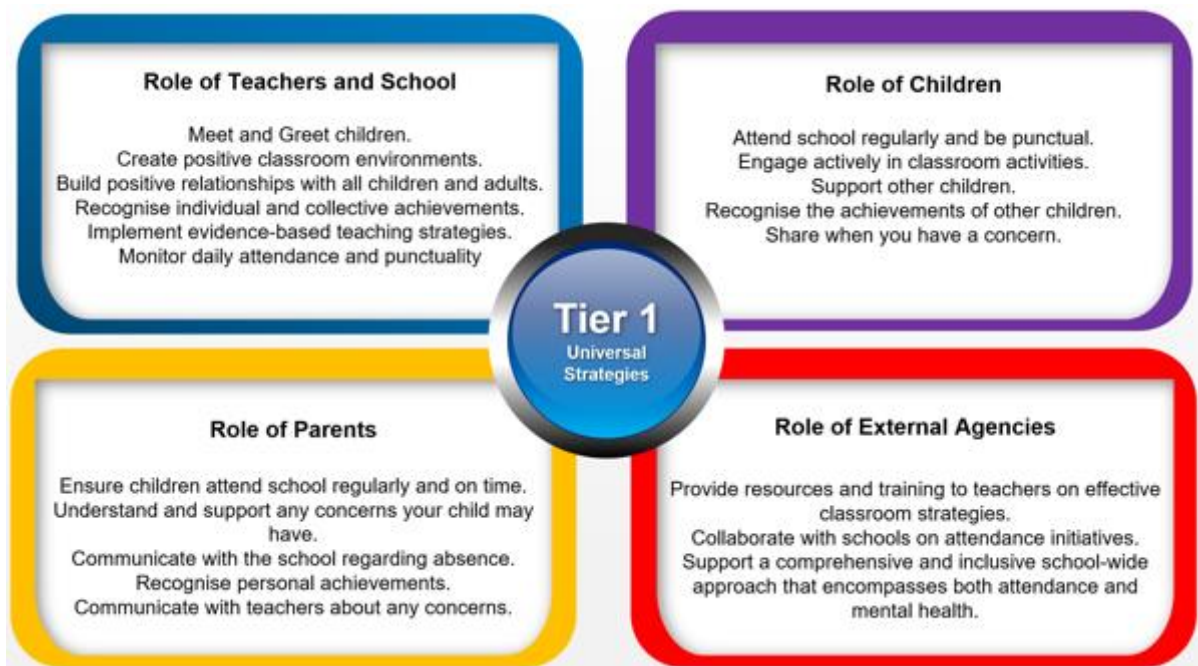
A Multi-Tiered System of Support

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

Effective school attendance improvement and management

Prevention of poor attendance through good whole school attendance management

All pupils
Developing good attendance patterns through effective whole school approach to attendance (including leadership, ethos and systems and processes)

Pupils at risk of poor attendance
Using attendance and absence data rigorously to support pupils with increasing levels of absence, arriving at school late or taking leave in term time without permission before it becomes a regular pattern

Early intervention to reduce absence before it becomes habitual

Pupils with poor attendance
Intervening as early as possible and agreeing an action plan for pupils with high levels of absence and those demonstrating growing disengagement with school

Targeted reengagement of persistent and severely absent pupils

Persistently and severely absent pupils
Put additional targeted support in place, where necessary working with partners, and agree a joint approach with local authorities for all severely absent pupils

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

Role of Teachers and School

Meet and Greet children.
Create positive classroom environments.
Build positive relationships with all children and adults.
Recognise individual and collective achievements.
Implement evidence-based teaching strategies.
Monitor daily attendance and punctuality

Role of Children

Attend school regularly and be punctual.
Engage actively in classroom activities.
Support other children.
Recognise the achievements of other children.
Share when you have a concern.

Tier 1
Universal Strategies

Role of Parents

Ensure children attend school regularly and on time.
Understand and support any concerns your child may have.
Communicate with the school regarding absence.
Recognise personal achievements.
Communicate with teachers about any concerns.

Role of External Agencies

Provide resources and training to teachers on effective classroom strategies.
Collaborate with schools on attendance initiatives.
Support a comprehensive and inclusive school-wide approach that encompasses both attendance and mental health.

In order to do this, we:

- Build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them
    - From Early Years we build positive relationships with our families through home-school communication books, stay and play sessions, termly parent/carer consultations, supporting families with parenting challenges and signposting to services such as the Early Years Inclusion Service, school nurse, Early Bird programme and parent/carer networks and forums.
    - Throughout school these relationships are built upon through further parent and community events, parent/carer book looks, special assemblies and further support from both our own staff and signposting to external agency support when necessary. Curriculum newsletters and the school Facebook page are used to keep parents fully involved in all aspects of school life, alongside a termly newsletter from the headteacher. Marvellous Me is used to keep parents fully up to date of school information on an almost-daily basis, including whole school messages, signposting to school and community events and individual celebration of children's achievements.
    - Attendance is discussed as a standing item at parent/carer consultations to ensure families have a secure conception as to what 'good' attendance looks like. This is strengthened through our half termly attendance newsletters, and the attendance/punctuality posters displayed throughout school.
    - When attendance and punctuality become a concern, or a pattern of absences is determined through attendance data analysis, school will discuss this with parents/carers to determine the reasons and what subsequent action or support is required. Should there be concerns that a child is at risk of becoming a persistent absentee, an Attendance Improvement Plan will be compiled to clearly lay out support and expectations.
    - Should absence intensify, a referral to Early Help services will be considered. If persistent absence becomes severe and there is lack of engagement with support, a referral to the local authority and/or children's social care will be considered which may involve an official 'notice to improve' and prosecution.

- Develop and maintain a whole school culture that promotes the benefit of high attendance
    - Promoting good attendance is the responsibility of all adults across school, led by the headteacher who acts as the School Senior Attendance Champion. Further support in this comes from the Home School Mentor and the Attendance Officer, who meet weekly with the headteacher to monitor and evaluate progress.
    - Attendance is discussed as a standing item at Senior Leadership Team Meetings, in addition to parent/carer consultations to ensure families have a secure understanding as to what 'good' attendance looks like. This is strengthened through our half termly attendance newsletters, and the attendance/punctuality posters displayed throughout school.
    - Children are regularly reminded about the importance of good attendance during registration and in assemblies, where the highest attending class each week is awarded with an additional session on the outdoor play equipment.
    - An attendance focus forms part of safeguarding training for all staff, making clear the links between poor attendance and wider concerns around neglect, abuse, CSE (Child Sexual Exploitation) and CCE (Child Criminal Exploitation).

- Have a clear school attendance policy which all leaders, staff, pupils and parents understand
    - The school Attendance Policy is written in line with guidance within 'Working Together to Improve School Attendance' (DfE 2024). The full document can be found here.
    - Further details around the Darlington Borough Council local code of conduct for issuing penalty notices for school absence can be found here.
    - The attendance policy is available on the school website. It is updated at least annually and ratified by the Local Governing Body at each spring board meeting, however may be updated at other times in line with new initiatives, evolving practices/research and any feedback from stakeholders.
    - Should attendance become a concern, Prevention Letters (Appendix A) and Early Intervention Letters (Appendix B) are sent to parents/carers promptly as a result of weekly analysis. Should punctuality become a concern, a Punctuality Letter (Appendix C) is sent to parents/carers promptly as a result of weekly analysis.
    - In discussions with parents and carers, absence is discussed in terms of 'days of learning lost' to aid clarity of impact; punctuality is also discussed in terms of 'minutes of learning lost' for the same reasons. Key messages are reiterated in half termly newsletters, and also as a standing item in parent/carer consultations.
    - The importance of good school attendance is discussed regularly with pupils during registration and during assemblies across each half term.

- Accurately complete admission and attendance registers and have effective day to day processes in place to follow up absence
    - Information pertaining to daily registration, reporting and recording absences and first day calling is outlined in the 'Heathfield Daily Attendance Procedures'

3

- A leave of absence is only permitted in an exceptional circumstance at the discretion of the Headteacher. The need for a holiday is not considered an exceptional circumstance. A leave of absence will not be granted for a pupil to take part in protest activity during school hours.
- The electronic management information system used at Heathfield is SIMS. We insist on parents/carers providing more than one emergency contact to store on SIMS in order to help ensure the safety of children – including following up any unreported absences.
- The analysis of attendance data via SIMS allows the identification of pupils whose attendance is a cause for concern, and for monitoring the impact of support and need for any relevant referral.

- <u>Regularly analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place</u>
  - Attendance data from SIMS is analysed on a weekly basis by the Attendance Officer, and pupils whose attendance is a cause for concern is extrapolated onto the school attendance tracker. Here, a record of follow up actions is recorded; this may include informal discussions with parents, reminders of school attendance expectations, the dissemination of attendance letters and any referrals made.
  - The attendance tracker is reviewed each week by the Senior Attendance Champion (Headteacher) where the impact of support is discussed and next steps determined.
  - Children with particularly low attendance are a key focus in Pupil Progress meetings between Senior Leaders and Teachers to ensure that any lost learning is accounted for via quality first teaching and learning interventions, so that good progress is maintained by these children and outcomes are good.
  - Regular analysis is reported to the Local Governing Body throughout the academic year, who will provide challenge and seek assurance from leaders that approaches and procedures are having the intended impact.

- <u>Share information and work collaboratively with other schools in the area, local authorities and other partners when absence is at risk of becoming persistent or severe</u>
  - Where children within one family attend multiple schools, leaders at Heathfield will work collaboratively with those other schools when absence becomes a concern to ensure a holistic and supportive approach is in place.
  - Attendance data will also be shared when a child is transferring from Heathfield to another school to ensure that up-to-date monitoring and support continues – whether this be a pupil moving to secondary school or through a mid-year transfer. We will also seek this information when children are joining Heathfield from another school.
  - Heathfield will share attendance data with the DfE and local authority through SIMS; this includes with children's social services when requested.

- <u>Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and provide them with additional support</u>
  - We acknowledge that some pupils face more complex barriers to attendance – particularly given the higher needs of some of our children at Heathfield (including those accessing the Speech, Language and Communication Base). These children have the same right to an education as any other pupil, and we maintain the same attendance ambition for all regardless of any Special Education Need or Disability, where reasonable adjustments are made to support improved attendance.
  - Similarly, we acknowledge that some children experience normal but difficult emotions about school. Again, these children have the same right to an education as any other pupil, and we maintain the same attendance ambition for all. We understand that prolonged absence for these children may actually heighten such feelings, and so improved attendance is an important aspect of support here.
  - The SEND team and/or pastoral team at Heathfield will play an important role in compiling the Attendance Improvement Plan for reduced absence in these cases; this may include the Senior Attendance Champion, Attendance Officer, Home School Mentor, SENDCo, School Counsellor and an identified key worker within school.
  - Referrals and signposting to external agencies will also be considered in these cases, for example to the School Nursing Team, Mental Health Support Team, School Counsellor, Early Help, children's social services or the local authority.
  - In exceptional circumstances, there may be a need for a part-time timetable to support a pupil in accessing as much education as possible. Any part-time timetable will be made under the agreement of both school and home, have a clear ambition in regards to wider support, be reviewed on a weekly basis, be in place for the shortest time period necessary and have a clear end date where it is expected that the pupil will return to full-time schooling.

Prevention: When a pattern of absences, or low attendance, is identified during weekly analysis

Parents/carers will receive a phone call from the Attendance Officer and/or Prevention Letter (Appendix A) informing them that their child's attendance is below the satisfactory level, providing information in the form of 'days of learning lost' and how close they are to becoming a persistent absentee (PA) in number of days. If there is no improvement to attendance over a 3-week period (monitored via the Attendance Tracker), parents/carers will then be invited into school for an Attendance Planning Meeting with members of the Attendance Team to discuss next steps moving forwards. If parents/carers do not attend this meeting, it will be conducted in their absence and minutes sent home to parents.

4

The admin team will run a report weekly to show which children fall within this bracket; the Attendance Officer will maintain a spreadsheet to track and monitor improvements in attendance or to determine if subsequent action is required.
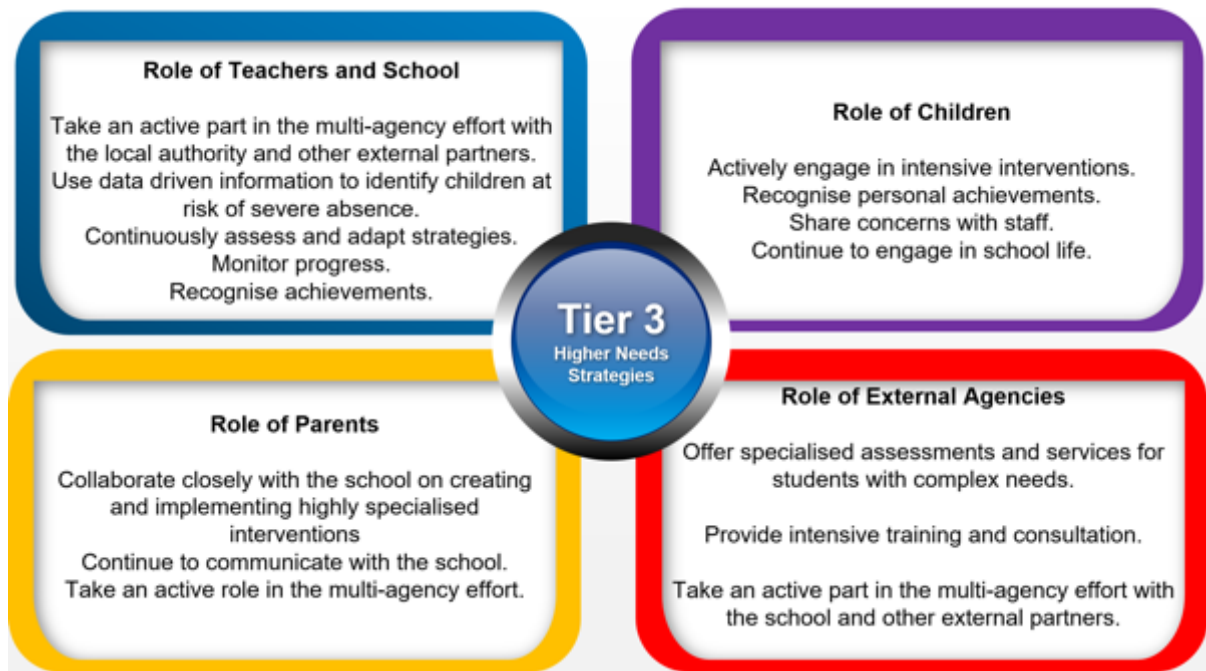
Tier 2 – Early Intervention – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.
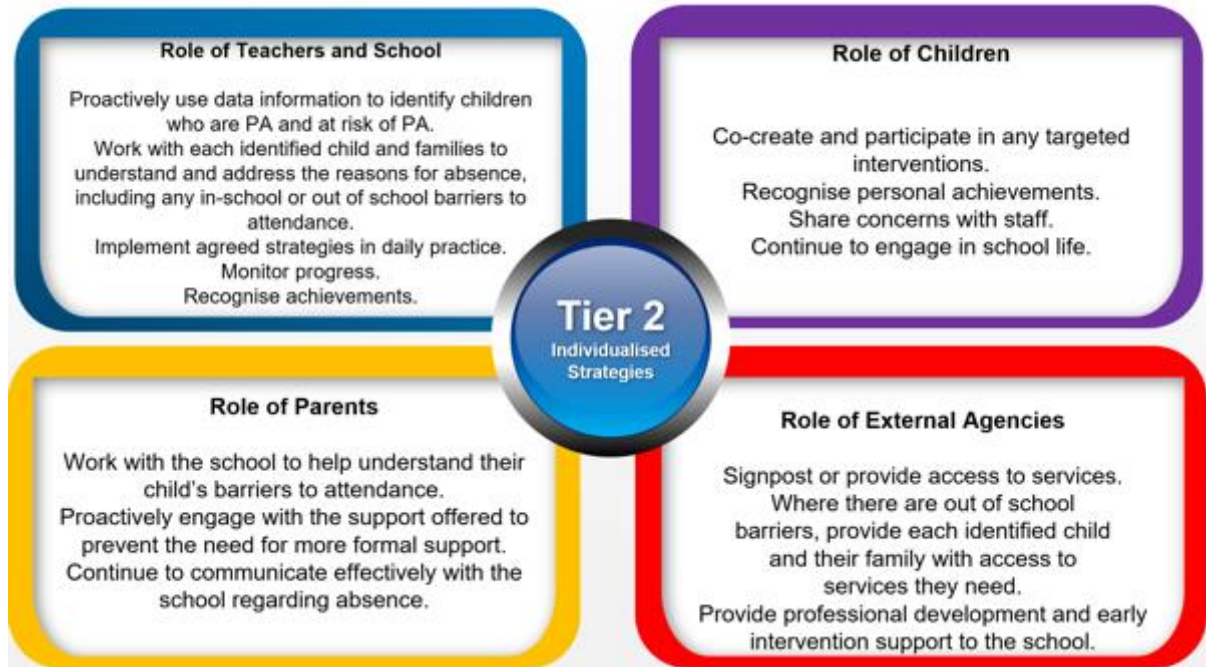
Early Intervention: If a child's attendance does not show improvement

Parents/carers will be sent an Early Intervention Letter (Appendix B) inviting them to attend an Attendance Planning Meeting with members of the Attendance Team; during this meeting, an Attendance Improvement Plan (Appendix D) will be compiled which will detail the support to be implemented alongside the expectations of parents/carers and pupils and the intended impact. If parents/carers do not attend this meeting, it will be conducted in their absence and minutes sent home.

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

Role of Teachers and School

Take an active part in the multi-agency effort with the local authority and other external partners.
Use data driven information to identify children at risk of severe absence.
Continuously assess and adapt strategies.
Monitor progress.
Recognise achievements.

Role of Children

Actively engage in intensive interventions.
Recognise personal achievements.
Share concerns with staff.
Continue to engage in school life.

Tier 3
Higher Needs
Strategies

Role of Parents

Collaborate closely with the school on creating and implementing highly specialised interventions
Continue to communicate with the school.
Take an active role in the multi-agency effort.

Role of External Agencies

Offer specialised assessments and services for students with complex needs.

Provide intensive training and consultation.

Take an active part in the multi-agency effort with the school and other external partners.

Targeted Reengagement: when a pupil becomes persistently absent
Continued regular Attendance Planning Meetings will be held, including the headteacher and other members of the Attendance Team, which will include discussions around voluntary referrals to the local authority and Early Help, and referrals to children's social services alongside potential legal proceedings.

Heathfield Primary School Recognition-Based Approach

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

Individual attendance is shared regularly with parents/carers and celebrated where appropriate, alongside supportive advice and guidance where necessary. All children are greeted into school each morning so they feel welcomed and valued and so that their attendance is recognised on a daily basis. This is up to three times: at the gates by a member of SLT, at the school doors by support staff and into the classroom by the class teacher.

At the end of each week there is a whole school celebration assembly; this includes positive recognition for the class with the highest attendance for that week, who are rewarded with an additional playtime, additional time on the climbing apparatus or a class-based choice. After the assembly, SLT follow up with other classes to point out their successes/improvements in relation to attendance.

The Importance of School Attendance at Heathfield Primary School

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

- *Academic Achievement:* Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Knowledge Acquisition:* School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- *Social Development:* School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- *Building Routine:* School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- *Teacher Interaction:* Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- *School Engagement:* Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- *Legal and Parental Responsibility:* Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.

Factors Influencing Attendance

There are many factors which can impact on a child attending school; if you have any concerns you should contact the school as soon as possible. These factors can include:

Health Issues: Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly. For these children, carefully considered care plans are in place to reduce this as a barrier to learning. We also work closely with external agencies and professionals to provide full training in relation to specific health needs.

Family Circumstances: Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families. There is a bereavement policy in place which outlines the support we will offer as a school, in addition to signposting to services, our school counsellor and ELSA provisions.

Bullying and Safety Concerns: Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism. At Heathfield Primary School we have been awarded the BIG (Bullying Intervention Group) Award which illustrates our zero-tolerance approach to bullying.

Transportation Issues: Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance. Our home school mentor is always available to advise families on appropriate transportation and alternative options.

Socioeconomic Factors: Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism. We hold a daily Breakfast Club for our children that is free of charge to support our families, in addition to providing free uniform. We also signpost towards other avenues of support, such as for food vouchers, energy vouchers, local food banks and grants/funding. We provide all resources to pupils – from pens and pencils to spare PE kits.

Special Educational Needs (SEN): Students with special educational needs may require additional support and accommodations to attend school regularly. We strive to work closely with all of our families, and especially those of children with high needs and who may require specific adaptations to the school curriculum and core procedures. We are also proud to be regular hosts of the Darlington Parent Carer Forum.

Engagement and Motivation: Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school. We use pupil voice to inform developments within and across the school, from feelings of safety to curriculum feedback.

Academic Challenges: Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies. Regular discussions about pupil progress, achievement and attainment inform planning and levels of support for our children to ensure they experience daily success in their learning.

Cultural and Language Barriers: Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These challenges can affect their attendance and engagement with school. We closely track English proficiency for our children with English as an Additional language and provide appropriate support to enable fully functional expressive language and receptive language. We place great emphasis on celebrating diversity and inclusivity, and we signpost families to local community events.

Peer Pressure and Social Factors: Influence from peers can impact attendance. Children may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school. We have close professional relationships with external agencies, including the police and local PCSOs, to ensure a holistic approach around this.

Parental Involvement: Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism. We utilise a plethora of approaches to ensure all of our families feel fully involved in school life, including: Christmas and Summer fairs; stay and play sessions; mental health and wellbeing workshops; special performances; and regular opportunities for parent/carer feedback. We have an open-door policy, where families are always welcome to approach staff to raise concerns or ask questions. This is driven by the high visibility of staff at the beginning and end of the school day and our use of social media to maintain contact of key dates and celebrations.

Supporting Attendance at Heathfield Primary School

To address any identified attendance issues effectively, Heathfield Primary School will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

Attendance and Punctuality Expectations at Heathfield Primary School

We strive for 100% attendance for all of our children – however, we know that realistically this is not always possible. Genuine illness, urgent appointments and family emergencies are sometimes unavoidable.

We use the Attendance Pyramid (Appendix E) alongside our 'On time in school' visual (Appendix F) to illustrate our core expectations in that no more than 6 days of learning should be missed across the school year and that children should be on time every single day.

Strategies for Using Data to Target Attendance Improvement Efforts at Heathfield Primary School

Attendance data from SIMS is analysed on a weekly basis by the Attendance Officer, and pupils whose attendance is a cause for concern is extrapolated onto the school attendance tracker. Here, a record of follow up actions is recorded; this may include informal discussions with parents, reminders of school attendance expectations, the dissemination of attendance letters and any referrals made.

The attendance tracker is reviewed each week by the Senior Attendance Champion (headteacher) where the impact of support is discussed and next steps determined.

Children with particularly low attendance are a key focus in Pupil Progress meetings between Senior Leaders and Teachers to ensure that any lost learning is accounted for via quality first teaching and learning interventions, so that good progress is maintained by these children and outcomes are good.

Regular analysis is reported to the Local Governing Body throughout the academic year, who will provide challenge and seek assurance from leaders that approaches and procedures are having the intended impact.

Strategy for Reducing Persistent and Severe Absence at Heathfield Primary School

Through weekly analysis, parents/carers of children whose attendance raises a concern will receive a phone call from the Attendance Officer and/or Prevention Letter (Appendix A) informing them that their child's attendance is below the satisfactory level, providing information in the form of 'days of learning lost' and how close they are to becoming a persistent absentee (PA) in number of days. If there is no improvement to attendance over a 3-week period (monitored via the Attendance Tracker), parents/carers will then be invited into school for an Attendance Planning Meeting with members of the Attendance Team to discuss next steps moving forwards. If parents/carers do not attend this meeting, it will be conducted in their absence and minutes sent home to parents.

The admin team will run a report weekly to show which children fall within this bracket; the Attendance Officer will maintain a spreadsheet to track and monitor improvements in attendance or to determine if subsequent action is required.

If attendance does not show improvement, parents/carers will be sent an Early Intervention Letter (Appendix B) inviting them to attend an Attendance Planning Meeting with members of the Attendance Team; during this meeting, an Attendance Improvement Plan (Appendix D) will be compiled which will detail the support to be implemented alongside

the expectations of parents/carers and pupils and the intended impact. If parents/carers do not attend this meeting, it will be conducted in their absence and minutes sent home.

When a pupil becomes persistently absent, continued regular Attendance Planning Meetings will be held, including the headteacher and other members of the Attendance Team, which will include discussions around voluntary referrals to the local authority and Early Help, and referrals to children's social services alongside potential legal proceedings.

Details of the National Framework for Penalty Notices at Heathfield Primary School

An attendance contract is a formal agreement between parents and the school or local authority to address irregular attendance, providing support as an alternative to prosecution. It is not legally binding but serves as a formal route to secure engagement with support when voluntary Early Help plans have not worked. An attendance contract aims to offer support rather than punishment.

If voluntary support or attendance contracts are unsuccessful, an Education Supervision Order (ESO) can provide formal legal intervention without prosecution. Before proceeding with an ESO, the school and local authority should exhaust voluntary support options and ensure the order would benefit the pupil and parent. Persistent non-compliance with an ESO can lead to prosecution in the Magistrates Court by the local authority. Upon conviction, parents may face fines of up to £1,000.

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

The school Attendance Policy is written in line with guidance within 'Working Together to Improve School Attendance' (DfE 2024). The full document can be found [here](#).

Further details around the Darlington Borough Council local code of conduct for issuing penalty notices for school absence can be found [here](#).

Removal from roll

This refers to the process of a child's name being officially taken off the school's register, typically due to extended non-attendance or other circumstances. Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

Elective Home Education

If a parent/carer wishes for their child to electively home educated, they must write a letter to the Headteacher detailing this choice and the reasons for it, including a start date, prior to EHE commencing. We advise families to consider this choice very carefully, and will ask our own School Education Officer and a representative from the Local Authority to make contact with families to ensure a fully informed decision is made around this.

If the parent/carer wishes to proceed with this decision, a start date will be agreed. A two week 'cooling off' period will be offered, in which the child is kept on the school roll for two full weeks so a place is available should the family change their decision. After this 'cooling off period' the child will be fully removed from roll. School will still hold historical records of the child in relation to previous registration details and safeguarding records.

Day-to-Day Processes for Managing Attendance at Heathfield Primary School

At the beginning of the school day...
The school doors are opened at 8.45am for children to make their way into their classrooms. Doors are closed at 8.55am, at which point children must enter school through the main entrance. Registers close at 9.00am; any child arriving after this time is marked as late (L) – the number of minutes late, alongside the reason, is recorded on SIMS.

If a child arrives after 9.30am, this is marked on the register as an unauthorised absence (U) – the number of minutes late, alongside the reason, is recorded on SIMS.

For the afternoon Nursery session, the doors open at 12.15pm and close as soon as children are through. The register is completed by 12.30pm.

Daily attendance checks...
Between 9.30am and 10.00am, the admin team will conduct attendance checks across the school to ensure registers are accurate and all children accounted for. The attendance spreadsheet will be completed and sent to SLT/Home School Mentor/Attendance Officer.

For the afternoon Nursery session, between 12.30pm and 12.45pm the admin team will conduct an attendance check to ensure the afternoon register is accurate and all children accounted for.

If a child is absent from school...
By no later than 10.30am, the admin team will make a first day call (FDC) if parents/carers have not contacted school regarding their child's absence; if no-one answers, a message will be left on the primary contact number and calls will be made to the other numbers held on the system. If contact is still not made, a member of SLT will decide whether a welfare check (home visit) is required, which will be completed by SLT/Home School Mentor/Attendance Officer. If the parents/carers are not at home for the welfare check, a compliments slip will be left alerting them to the fact that someone from school has made a visit. This occurs for every day of absence. If a family is open to services, the attached worker will be made aware of the absence. In some circumstances, the police may be requested to make a welfare check as well.

For the afternoon Nursery session, FDC takes place by 1.00pm.

Reporting and Recording Absences and Punctuality

Parent/Carer Communications
Parents/carers are expected to inform school of any absence/potential late arrivals as soon as possible and by no later than 8.45am to ensure registers are accurate. In addition to the school telephone system there is an option to leave a voice message to report absences. It is not advised to use the school Messenger app to report absences/late arrivals in case messages are not picked up prior to registration.

Holidays in Term-Time
Holidays during term-time will not be authorised by the Headteacher. If families have a holiday booked during term time, parents/carers are required to complete a Leave of Absence form, **prior** to the absence. If a Leave of Absence form is not completed, school reserve the right to complete it on behalf of the parents/carers and without their signature. All holidays requested will be referred to the Local Authority for a Fixed Penalty Notice to be issued. Parents/Carers will receive a letter from school informing them that the holiday has not been authorised.

Leave of Absence
If a child is required be absent from school for an exceptional circumstance, then parents/carers must complete a Leave of Absence Form **prior** to the event. Leave of Absence submissions will be reviewed by the Headteacher. Please note that these absences may not be authorised.

Lateness and Punctuality
Heathfield Primary School employs a flexible arrangement at the start of the school day. School doors are open from 8.45am and all children need to be in class no later than 8.55am. If a child arrives at school after 8:55am, they must enter via the main reception doors and a note is added onto their morning mark. A late mark (L) will be noted on the child's record alongside the reason for being late and the number of minutes lost for any arrivals after 9.00am. Any child arriving after 9:30am will be signed in and an unauthorised absence mark (U) will be recorded (alongside reasons and minutes lost), which could result in a referral to the Local Authority and legal action taken.

11

<div align="center">**Coding of Attendance**</div>

Attendance will be recorded using the DFE's statutory attendance codes, please refer to pages 22-24 for coding.

<div align="center">**Requesting Absence Leave**</div>

Parents or carers must request leave of absence for their child in writing at least 15 school days in advance. Leave of Absence forms are available upon request from the front office.

Term time holidays will not be authorised. Leave of absence during term time will only be authorised in exceptional circumstances.

<div align="center">**Definitions**</div>

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

<div align="center">**Persistent Absence (PA):**</div>

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

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

<div align="center">**Risk of Persistent Absence:**</div>

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

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

<div align="center">**Severe Absence (or Severe Persistent Absence):**</div>

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

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

<div align="center">**Absence Definitions**</div>

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

Authorised Absence

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

Unauthorised Absence

• Parents keeping children off school unnecessarily or without reason.
• Truancy before or during the school day.
• Absences which have never been properly explained.
• Arrival at school after the register has closed.
• Absence due to shopping, looking after other children or birthdays.
• Absence due to day trips and holidays in term-time.
• Leaving school for no reason during the day.

Policies and Practice

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

Education Act 1996: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offences related to non-attendance and penalties for parents and carers.

Education (Pupil Registration) Regulations 2006: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

Education (Pupil Registration) (England) (Amendment) Regulations 2013: These regulations amended the 2006 regulations and introduced stricter rules on authorising term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

School Attendance Code of Practice: The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

Local Authority School Attendance Guidance: Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

Department for Education (DFE) Guidance: The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

Child Employment Legislation: Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

Children Missing Education (CME) Statutory Guidance: This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

13

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

Additional Policies aligned to the Attendance Policy at Heathfield Primary School

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Mental Health Policy
- SEND statement
- Pupil Premium Policy

Darlington Local Authority

Additional information around the approaches, policies and support available from Darlington Local Authority can be found [here](#).

Roles and Responsibilities

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

Monitoring Attendance: Teachers are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.

Promoting Punctuality: Teachers should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.

Taking Immediate Action: When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the school's attendance officer or designated staff member to report the absence.

Early Intervention: Teachers should identify patterns of poor attendance or lateness and intervene early to address any underlying issues. This may include communicating with the student, their parents or guardians, and relevant support services.

Maintaining Communication: Teachers should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.

Providing Support: Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

Setting Expectations: Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.

Creating a Welcoming Classroom Environment: Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

Identifying Barriers: Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying these barriers and reporting them to school staff can lead to effective interventions.

Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures.

Attendance Records: Accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).

Collaboration: Collaborating with other school staff, such as attendance officers, counsellors, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.

Supporting Positive Behaviour: Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.

Safeguarding: Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.

Professional Development: Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.

Role Modelling: Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

Teaching Assistant and Learning Mentors: Teaching assistants (TAs) and Learning Mentors (LM) in schools also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being.

Monitoring Attendance: TAs/LMs often work closely with children and have a good understanding of individual attendance patterns. They should be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.

Positive Relationships: TAs/LMs can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.

Attendance Support: TAs/LMs can provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.

Reinforcing Expectations: TAs/LMs can reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.

Communication: TAs/LMs can maintain open lines of communication with children's parents or guardians. They can inform parents of any attendance concerns and collaborate with them to find solutions.

Attendance Interventions: TAs/LMs can collaborate with teachers, counsellors, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.

Supporting Students with Special Needs: TAs/LMs often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.

Identifying Patterns: TAs/LMs can help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.

Promoting Engagement: TAs/LMs can engage children in meaningful learning activities and provide extra support when students are struggling academically. A positive classroom experience can motivate students to attend school regularly.

Safeguarding: TAs/LMs should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.

Role Modelling: TAs/LMs can serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.

Professional Development: Continuous professional development can enhance TAs/LMs skills in addressing attendance issues and supporting children effectively.

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

Recognition of Attendance: TAs/LMs can participate in recognising children's attendance.

Name of School Attendance Champion: Mr Kirby-Bowstead

Attendance Champion: The role of an Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates. Here are some key aspects of their role:

Developing and Implementing Attendance Policies: Attendance Champions work closely with school leadership and staff to develop and implement effective attendance policies and procedures.

Data Analysis: Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.

Early Intervention: Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.

Supporting Families: Attendance Champions work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.

Mentoring and Coaching: Some Attendance Champions offer mentoring or coaching to children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.

Providing Resources: Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.

Monitoring and Reporting: Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.

Interventions and Incentives: Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.

16

Staff Training: Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.

Legal Compliance: Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.

Safeguarding: Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.

Community Engagement: Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.

Continuous Improvement: Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.

Promoting a Positive School Culture: Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

Governors/Trustees: School governors or trustees play a crucial role in supporting children's attendance in schools in the UK. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

Policy Development: Governors/trustees collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.

Statutory Compliance: Governors/trustees ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.

Strategic Oversight: Governors/trustees take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

Monitoring Attendance Data: Governors/trustees review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

Accountability: Governors/trustees hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.

Policy Implementation: Governors/trustees ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.

Setting Targets: Governors/trustees collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.

Reviewing Interventions: Governors/trustees assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.

Parental Engagement: Governors/trustees support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.

Training and Development: Governors/trustees ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

17

Safeguarding: Governors/trustees are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

Community Links: Governors/trustees may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.

Challenge and Support: While supporting school leadership in attendance improvement efforts, governors/trustees also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.

Continuous Improvement: Governors/trustees regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

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

Leadership: Senior staff, including the headteacher/principal and deputy headteacher/vice principal, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.

Policy Development: Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.

Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.

Setting Expectations: Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.

Professional Development: They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.

Early Intervention: Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.

Parental Engagement: They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.

Data Analysis: Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.

Supporting Vulnerable Students: They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive appropriate support to attend school regularly.

Recognising Attendance: They may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.

Enforcing Policies: Senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.

Safeguarding: Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.

Continuous Improvement: They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.

Promoting a Positive Culture: Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

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

Establish a Routine: Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.

Communicate with the School: Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.

Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.

Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.

Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.

Be Involved in Homework: Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.

Attend Parent-Teacher Conferences: Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.

Monitor Progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.

Address Bullying or Safety Concerns: If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.

Promote a Love for Learning: Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.

Lead by Example: Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.

Stay Informed: Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.

Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.

Encourage Peer Relationships: Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.

Celebrate Achievements: Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.

Collaborate with the School: Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

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

Commitment to Learning: Children should recognise the value of education and commit to attending school regularly. They can understand that attending school is essential for gaining knowledge, skills, and opportunities for the future.

Punctuality: Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.

Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.

Responsibility: Children can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.

Communication: If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.

Peer Relationships: Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.

Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.

Safety Awareness: Children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.

Respect for Teachers and Staff: Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.

Problem-Solving: Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.

Goal Setting: Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.

Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.

Attendance Awareness: Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.

Ownership of Learning: Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.

Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

Safeguarding Children and Attendance at Heathfield Primary School

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow *Keeping Children Safe In Education* guidance to ensure safe practices.

Review

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

Coding Attendance in line with DFE guidance 2024:

Code /\ (Present at the school):
- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

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

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

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

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

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

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

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

Code C1 (Leave of absence for regulated performance or employment abroad):
- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

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

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

Code S (Leave of absence for studying for a public examination):
- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.

- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

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

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):
- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

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

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

Code T (Parent traveling for occupational purposes):
- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

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

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

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

Code Q (Unable to attend school because of a lack of access arrangements):
- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):
- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.

- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):
- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):
- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):
- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):
- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):
- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):
- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

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

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

Code O (Absent in other or unknown circumstances):
- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

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

Administrative Code Z (Prospective pupil not on admission register):
- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.

date

Dear _____,

You are receiving this letter as we are concerned about _____'s attendance.

They have now missed _____ days of school this academic year, therefore their attendance is below the level expected at Heathfield Primary School.

Good attendance is directly linked to success – both now and in your child's future. Children with poor attendance are almost always the lowest achievers in their class.

If your child misses _____ more days of school, they will be classed as a 'persistent absentee'. Therefore - if there is no improvement in their attendance over the next three school weeks - we will ask you to come into school for an Attendance Planning Meeting.

Thank you for your co-operation.

Yours sincerely,

Mr Kirby-Bowstead
Headteacher

The Attendance Pyramid
We expect all children to be on time in school every day. We understand that on occasion an absence may be unavoidable, however good attendance is directly linked to success both now and in a child's future.

Children with poor attendance are almost always the lowest achievers in their class.

Help your child to thrive!

19 days of learning lost
171 days of education

Child is classed as a **persistent absentee**

Once a child misses 19 days of school across the year they are classed as a persistent absentee. Attendance Planning Meetings will be arranged and potential legal proceedings will be considered.

15 days of learning lost
175 days of education

8 days of learning lost
182 days of education

Missing 8 – 15 days of school across the year is a concern. Rapid improvement is required to ensure children do not fall behind in their learning

6 days of learning lost
184 days of education

In school every day
190 school days in each school year

These are the expected levels of attendance. Good attendance leads to more success for our children – both now and in the future.

date

Dear _____,

You are receiving this letter as we are highly concerned about _____'s attendance.

They have now missed _____ days of school this academic year, therefore their attendance is below the level expected at Heathfield Primary School. Missing more than 19 days of school across an academic year means that a child is classed as a 'persistent absentee'.

Good attendance is directly linked to success – both now and in your child's future. Children with poor attendance are almost always the lowest achievers in their class.

It is therefore vital that there is a rapid improvement in your child's attendance, and as such we would like you to come into school for an Attendance Planning Meeting. The details of the meeting can be found below:
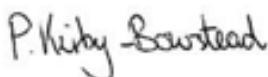
Date:
Time:
Venue:

If you do not attend this meeting, it will be held in your absence.

Thank you for your co-operation.

Yours sincerely,

Mr Kirby-Bowstead
Headteacher

The Attendance Pyramid

We expect all children to be on time in school every day. We understand that on occasion an absence may be unavoidable, however good attendance is directly linked to success both now and in a child's future.

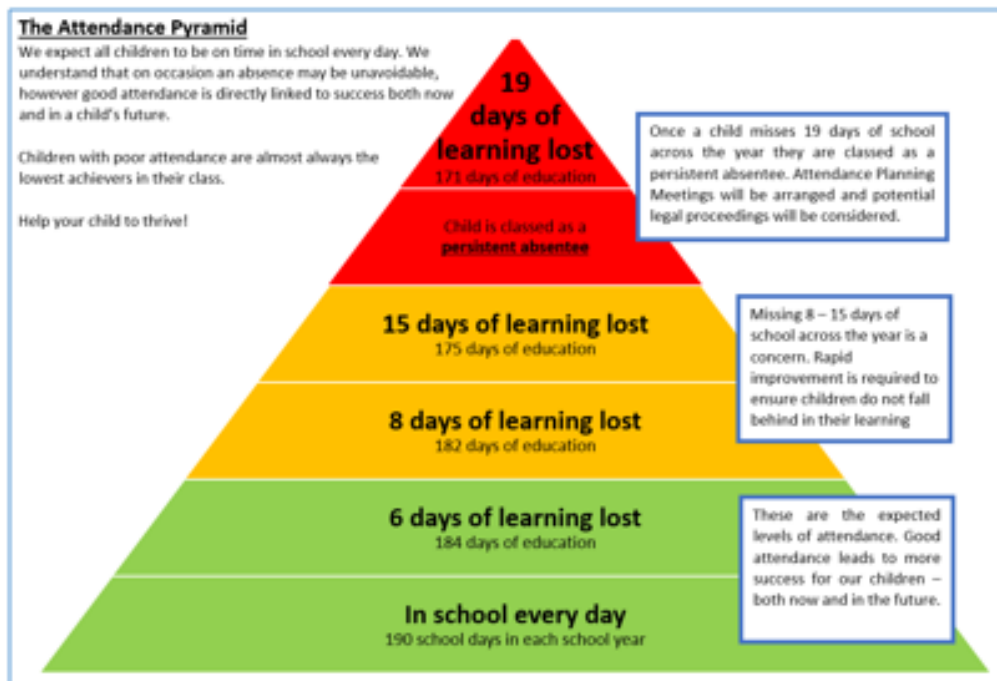Children with poor attendance are almost always the lowest achievers in their class.

Help your child to thrive!

19 days of learning lost
171 days of education

Child is classed as a **persistent absentee**

Once a child misses 19 days of school across the year they are classed as a persistent absentee. Attendance Planning Meetings will be arranged and potential legal proceedings will be considered.

15 days of learning lost
175 days of education

8 days of learning lost
182 days of education

Missing 8 – 15 days of school across the year is a concern. Rapid improvement is required to ensure children do not fall behind in their learning

6 days of learning lost
184 days of education

These are the expected levels of attendance. Good attendance leads to more success for our children – both now and in the future.

In school every day
190 school days in each school year

26

date

Dear _____,

You are receiving this letter as we are concerned about _____'s punctuality.

This half term they have been late to school _____ times.

They have missed _____ minutes of lessons.

Being late means that your child misses out on a settled start to the school day, in addition to interventions and additional support to help them be successful in their learning.

It is therefore vital that there is a rapid improvement in your child's punctuality. If there is no improvement, you will be invited into school for an Attendance Planning Meeting.
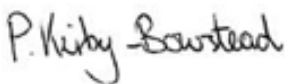
Thank you for your co-operation.

Yours sincerely,

P. Kirby-Bowstead

Mr Kirby-Bowstead
Headteacher

On time in school – that's our motto; that's our rule!

Being late means that your child is missing out on a settled start to the day, in addition to interventions and additional support to help them be successful in their learning.

Help your child to thrive!

3 days lost per year — 5 minutes late

6.5 days lost per year — 10 minutes late

10 days lost per year — 15 minutes late

13 days lost per year — 20 minutes late

19 days lost per year — 30 minutes lost
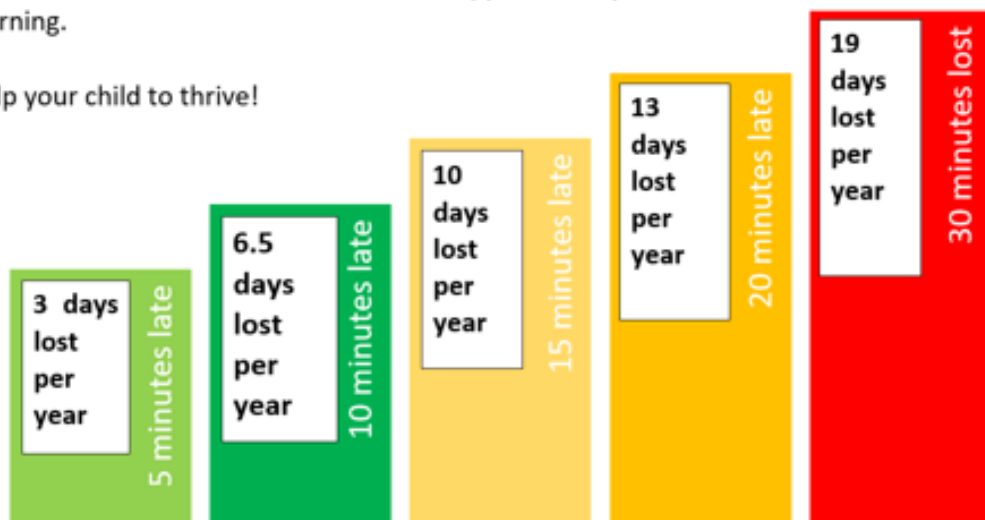
Appendix D – Attendance Improvement Plan

	ATTENDANCE ACTION PLAN
Child/Children	
Year group/Class	
Date of meeting	
Attendees	
Current attendance **Current punctuality**	
Parent views	
Child/Children views	
Any specific needs (Medical/SEND/Vulnerable)	

Actions/Targets	By Whom?	By When?

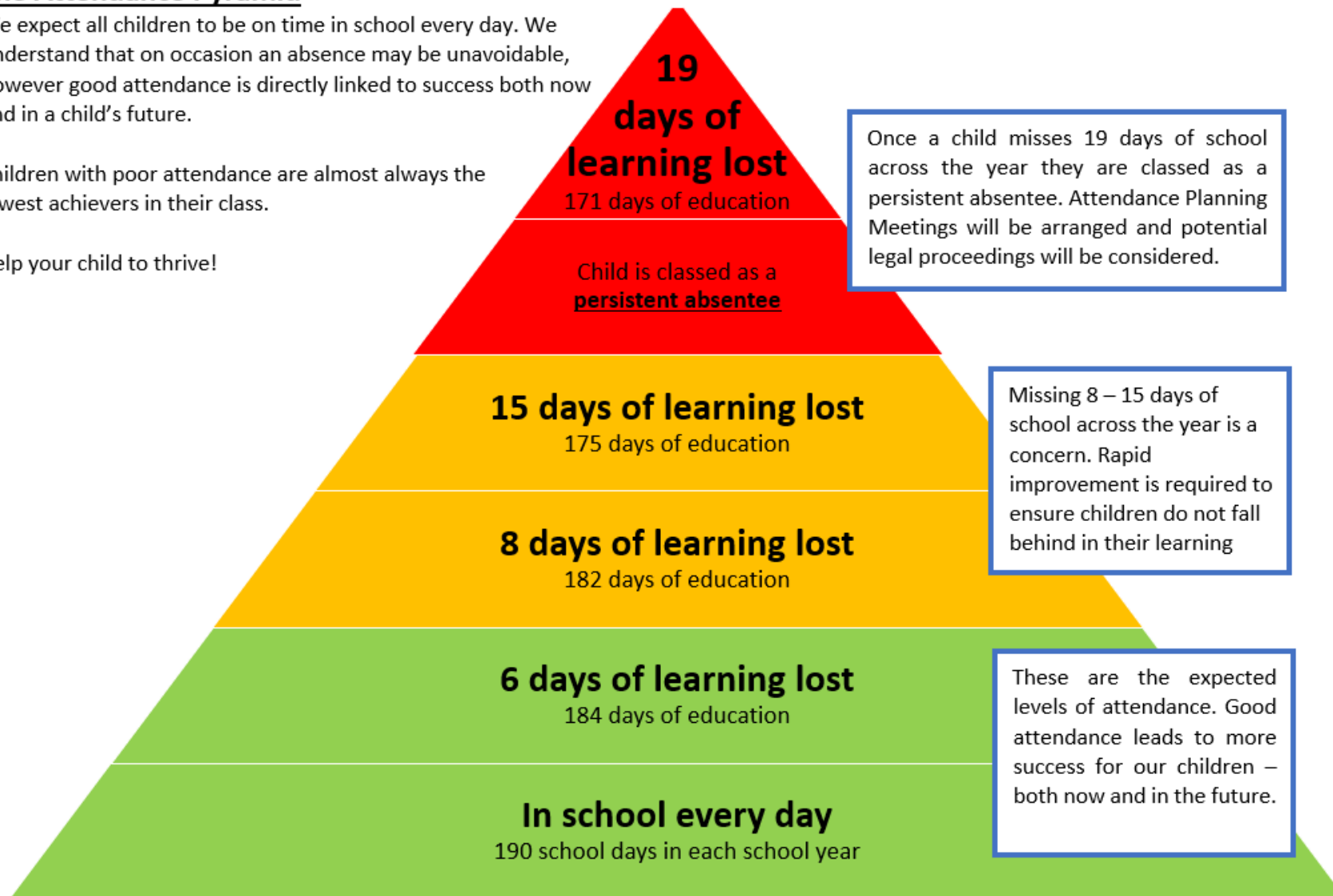| **Parent Signature**	
Attendance Team Signature	
Review date	

Appendix E – The Attendance Pyramid

The Attendance Pyramid

We expect all children to be on time in school every day. We understand that on occasion an absence may be unavoidable, however good attendance is directly linked to success both now and in a child's future.

Children with poor attendance are almost always the lowest achievers in their class.

Help your child to thrive!

19 days of learning lost
171 days of education

Child is classed as a
persistent absentee

Once a child misses 19 days of school across the year they are classed as a persistent absentee. Attendance Planning Meetings will be arranged and potential legal proceedings will be considered.

15 days of learning lost
175 days of education

8 days of learning lost
182 days of education

Missing 8 – 15 days of school across the year is a concern. Rapid improvement is required to ensure children do not fall behind in their learning

6 days of learning lost
184 days of education

In school every day
190 school days in each school year

These are the expected levels of attendance. Good attendance leads to more success for our children – both now and in the future.

On time in school – that's our motto; that's our rule!

Being late means that your child is missing out on a settled start to the day, in addition to interventions and additional support to help them be successful in their learning.

Help your child to thrive!

| 3 days lost per year | 5 minutes late | 6.5 days lost per year | 10 minutes late | 10 days lost per year | 15 minutes late | 13 days lost per year | 20 minutes late | 19 days lost per year | 30 minutes lost |