LEEDS CHILDREN'S SERVICES

PARKLANDS PRIMARY ATTENDANCE POLICY FOR SCHOOLS/CLUSTERS

Academic Year 2025-26

Contents

This Attendance Policy is available on the school website and is reviewed and ratified annually by the governing body/board of trustees or as events or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Headteacher	School Attendance Champion (SLT)	Nominated Governor Attendance	Chair of Governors
2025-2026	Laura Darley	Laura Darley	Ben Allchin	Ben Allchin

Policy Review date	Date Ratified by governors	Date Shared with staff
September 2026	January 2026	January 2026

School Name	Parklands Primary
Attendance Target	96%
School opens at	8.45 am
Registers close at	9.15am

1. Contact List – September 2024

Role / Agency	Name and role	Contact Details
Headteacher	Laura Darley	l.darley@parklandsleeds.org.uk
Attendance Champion SLT	Laura Darley	l.darley@parklandsleeds.org.uk
Attendance Officer	Jessica Ibson	j.ibson@parklandsleeds.org.uk
Governor with responsibility for Attendance	Ben Allchin	b.allchin@parklandsleeds.org.uk
Chair of Governors	Sue Hawkshaw	s.hawkshaw@parklandsleeds.org.uk
School Office	Suzanne Kelsey	s.kelsey@parklandsleeds.org.uk
Learning Mentor	Sarah Richardson Karen Graham	s.richardson@parklandsleeds.org.uk k.graham@parklandsleeds.org.uk
BCL School Attendance Team		03335331001 info@bcl-attendance.co.uk
School Attendance Service (SAS)	Queries relating to attendance	0113 3785994 Schoolattendanceservice@leeds.gov.uk
Elective Home Education (EHE)	Queries around Elective Home Education	EHE@leeds.gov.uk
Children Missing Education (CME)	Referrals for children missing education	0113 378 9686 CME@leeds.gov.uk
Education Safeguarding Team	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk

2.Policy statement

Parklands Primary seeks to ensure that all its pupils receive an education which enables them to reach their full potential. There is a strong link between good attendance and increased attainment. Pupils who regularly attend school make much better progress socially and academically. Regular attendance enables pupils to adapt better to routines, schoolwork, and friendship groups.

Parklands Primary aims to work in partnership with parents and other agencies to ensure that every child can get the best out of the educational opportunities provided.

By working in partnership with parents and other agencies, we ensure that we have clear and robust strategies in place to manage and promote regular attendance for all students at Parklands Primary.

We are committed to a whole school approach to attendance and a partnership relationship with parents and carers.

This attendance policy is part of broader suite of safeguarding policies and should not be viewed in isolation. Safeguarding policies include the Child Protection Policy, Anti-bullying policy and Behaviour Policy.

3. Aims

3.1 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their responsibilities with respect to Attendance and understand the correlation with safeguarding.
- Parents, carers, and pupils are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality.
- Pupils who achieve attendance and punctuality targets throughout the academic year are recognised and rewarded.

3.2 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, parents, staff, and governors. It is fully incorporated into the whole school ethos and culture.

4. Legislation and guidance

4.1 This policy is based on the Department for Education's guidance, Working together to improve school attendance - GOV.UK (www.gov.uk) 2022
4.2 The Education Act 1996 states that:

- All pupils of compulsory school age receive a suitable full-time education by regular attendance at school or otherwise.
- The Local Authority must provide school places to parents who wish their children to be educated at school.
- The school must complete attendance registers at the beginning of the morning session and during the afternoon session.
- The school must report to the Local Authority pupils who are absent for more than ten days without explanation.
- The Local Authority has a duty to ensure that parents fulfil their legal responsibilities.
- Failure by parents to ensure the regular attendance at school of a registered pupil is an offence punishable by law.

Education Act 1996 (legislation.gov.uk) - Part 6
Education Act 2002 (legislation.gov.uk) - Part 3

5 Partnership expectations

What the school expects of our pupils
That pupils attend regularly, on time and ready to learn
Pupils are prepared for the day with appropriate equipment
Pupils who arrive after registration time report to the office
Pupils tell a member of staff if there is any problem which may prevent them from attending school

What the school expects of parents/carers
Ensure that their children attend school regularly and on time to fulfil their legal responsibility
Notify school on the first day of absence and provide reason for absence
Complete a request form for absence in term time for **exceptional** circumstances
Supply medical evidence when required
Ensure all parental and child contact details are up to date
Provide school with two emergency contact details
Speak to relevant members of staff if they know of any problem which may prevent their child/ren from attending

What the parents/carers can expect from the school
A broad, balanced education
Encouragement and rewards for good attendance and punctuality at school
Prompt action when a problem has been identified

Efficient and accurate recording and monitoring of attendance
Contact with parents and carers on the first day when absence is unexplained
Liaison with officers from the Local Authority from a variety of teams to assist and support families where needed
Regular communication with parents and carers

6 Authorised and unauthorised and absence

6.1 Authorised absence

Authorised absence is defined as:

- Genuine illness
- Medical or dental appointment (where possible routine appointments should be arranged out of school time)
- Bereavement – (Headteacher's discretion)
- Religious observance (The day must be exclusively set apart for religious observance by the religious body to which the parents belong)
- Approved leave in term time where there are exceptional circumstances, as agreed by the Headteacher.
- The pupil has a local authority licence to take part in a public performance and the school has granted leave of absence

6.2 Unauthorised absence

Unauthorised absence is defined as:

- Being late after the registers have closed - 'U' code
- Staying at home to care for younger children or sick relatives
- Going shopping or having a haircut
- Where no explanation is offered by the parent or carer
- Where the school is not satisfied with an explanation offered
- Special occasions e.g. birthdays/weddings
- Holidays/leave in term time
- Taking the rest of the day off before or after a medical appointment
- Translating for family members
- Visiting sick relatives
- Exceptional term time leave longer than agreed by the Headteacher

7 Children Missing Education (CME)

A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2016) and follow the Leeds Children's Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 3789686.

8 Roles and responsibilities

8.1 Headteacher

The Head is responsible for:

- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping children Safe in Education 2023. Keeping children safe in education - GOV.UK (www.gov.uk)
- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)
- Ensuring every member of staff knows and understands their responsibilities for attendance.
- Ensuring accurate completion of admission and attendance registers.
- Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and whole school attendance.
- Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Ensuring all staff are aware of any potential safeguarding issues, ensuring joint working between the school, Children's Social Work Services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.
- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring and analysing data and trends.
- Reporting to the Governing Body and Trusts the attendance figures and progress to achieving the set targets.
- Reminding parents of their commitment to this policy.
- Building and modelling respectful relationships with staff, pupils, families, and other stakeholders to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Sharing information on and working collaboratively with other schools in the area/cluster, LAs, and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

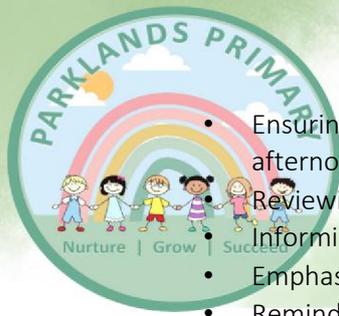8.2 The School Attendance Champion SLT The School

Attendance Champion is responsible for:

- Implementing the policy with the Head.
- Offering a clear vision for attendance improvement.
- Championing and improving attendance.
- Ensuring the practice that is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes
- Oversight of data analysis -
- Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes, raising concerns with other agencies like children's social care and early help services which are working with families.
- Robust school systems are in place which provide useful data at cohort, group, and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
  - ➢ children who have a social worker including looked-after children
  - ➢ young carers
  - ➢ children who are eligible for free school meals
  - ➢ children who speak English as a second language
  - ➢ children who have special educational needs and disabilities
- Keeping the Head and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures.
- Compiling attendance data for the Head, the Governing Body and the Local Authority.
- Ensuring a positive working relationship with the School Attendance Service is fostered, including attending Attendance Targeted Support Meetings.
- Communicating messages to pupils and parents.
- If required, holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.

8.3 Teaching staff

Teaching staff are responsible for:

- Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance.
- Implementing the policy and ensuring it is applied fairly and consistently.

- Ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date.
- Reviewing class and individual attendance patterns.
- Informing the school attendance champion/line manager of any concerns.
- Emphasizing with pupils the importance of punctuality and good attendance.
- Reminding parents of their commitment to this policy.
- Building respectful relationships with staff, pupils, families, and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Communicating openly and honestly with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or who are persistently or severely absent to discuss attendance and engagement at school.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Modelling respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:
- treat pupils with dignity
- build relationships rooted in mutual respect and observe proper boundaries
- take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
- handle confidential information sensitively
- understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity
- communicate effectively with families regarding pupils' attendance and well-being
- Rehearse and reinforce attendance and punctuality expectations continually.
- Emphasize the importance of attendance and its impact on attainment.
- Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom.
- Promote rewards and celebrate progress but continue to outline sanctions.
- Apply rewards and sanctions consistently.
- Follow up on absence and lateness with pupils to identify barriers and reasons for absence.
- Contact parents and carers regarding absence and punctuality.
- Review form or tutor group attendance weekly to share data, identify issues, intervene early, and help set targets.
- Periodically review practice and consistency both across and between departments.
- Proactively promote attendance practice as part of staff induction.
- Consider the individual needs and vulnerabilities of pupils.

8.4 Attendance and pastoral staff

Attendance and pastoral staff are responsible for:
- Ensuring the recording of attendance and absence data is accurate.
- Ensuring robust day-to-day processes are in place.
- Tracking and following up absence and poor punctuality (implement punctuality routines such as late gate or sign in procedures).
- Providing appropriate support and challenge to establish good registration practice.
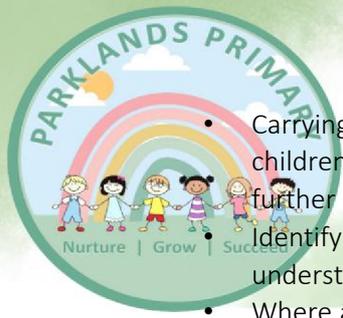
- Carrying out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding.
- Identifying any absences that are not explained for each session and contacting parents to understand why, and when the pupil will return to school.
- Where absences are recorded as unexplained in the attendance inputting the correct code as soon as the reason is ascertained, but no later than 5 school days after the session.
- Keeping parents informed on a regular basis of their child's attendance and absence record (this should be communicated to parents in an easy-to-understand format and percentage headlines should be avoided. For example, concentrate on the amount of time missed and the impact on the pupil's learning).
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identifying pupils who need support from wider partners as quickly as possible and making the necessary referrals.
- Undertaking home visits in line with safeguarding responsibilities to engage families and ensure children are safe.
- Identifying and, where possible, mitigating potential barriers to good attendance in liaison with families and relevant support agencies.
- Implementing children missing education (CME) procedures when appropriate.
- Where pupils have additional vulnerabilities, which may require multi-agency meetings trying to arrange those meetings outside of lesson time, where possible.

8.5 For pupils at risk of persistent absence

- Providing regular attendance reports to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes.
- Initiating and overseeing the administration of absence procedures. This should include:

  ➢ letters home
  ➢ attendance clinics
  ➢ engagement with local authorities and other external agencies and partners
  ➢ working with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and finding methods that work and are understood
  ➢ consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures
  ➢ providing regular reports to leaders on the at-risk cohort
  ➢ providing regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils

8.6 For pupils who are persistently absent

- Developing and implementing persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines.
- Identifying tailored intervention which meets the needs of the pupil.
- Leading daily or weekly check-ins to review progress and impact of support, make regular contact with families to discuss progress.
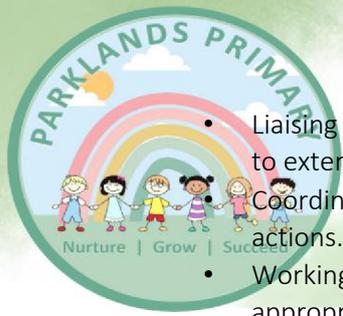
- Liaising with school leaders (designated safeguarding, SENDco and pastoral leads) on referrals to external agencies and multi-agency assessments.
- Coordinating and contributing to multi-agency meetings to review progress and agree on actions.
- Working in partnership with School Attendance Service and other agencies to ensure the appropriate use of statutory parental responsibility measures.
- Providing regular reports to leaders on the impact of action plans and interventions.

9 Attendance procedures

9.1 Registration

- Good punctuality to the school is crucial and flows from our value of 'Being ready to learn'. Lateness into the school causes disruption to the child's learning and to that of the other pupils in the class. It is paramount, therefore, that all pupils arrive at school on time.
- All children are expected to be in school by 8:45am.
- By law, schools must take a morning and afternoon register and record the attendance or absence of every pupil. School starts at 8:45am with a register taken by the class teacher **by 9am.**

9.2 Responding to lateness

- Morning registers close at 9:15am. Pupils arriving in the classroom after 9.00am when the register has been taken are deemed to be late and will be marked with an L code.
- After 9.15am the pupil is deemed to be absent. Any pupil arriving in school after this time will be marked with a U code. In case of emergency the register shows the pupil is on the premises, but they will not receive a present mark toward their overall attendance.
- Registration takes place each morning at 8.45 am and each afternoon at 1.00 pm.
- Parents/carers will be contacted by school if their child is persistently late.
- If a child is absent we expect parents/carers to contact the school, **each day they are absent**, by 9:15am to inform us as to why their child is absent and where the child will be. Please follow the following procedure when contacting us:

Please contact the school on telephone 0113 2930282
Please let us know:

➢ Your child's full name
➢ Your child's class
➢ The reasons for your child's absence
➢ Where the child will be during the school day whilst they are absent
➢ The best telephone number to contact you on during the day

When a child is absent the school will follow the agreed absence procedure (refer to Appendix A). This procedure is to ensure that the school systematically checks on the absence of all children, each day of absence and that the reason for absence is established and recorded accordingly on the register.

If parents/carers cannot be contacted, staff will use emergency contact details for the pupil. If contact with parents/carers is unsuccessful then staff will make a visit to the family home. If staff have concerns about the safety of a child, they will contact Children's Services or the police for advice or for referral.

9.3 Pupils leaving during the school day
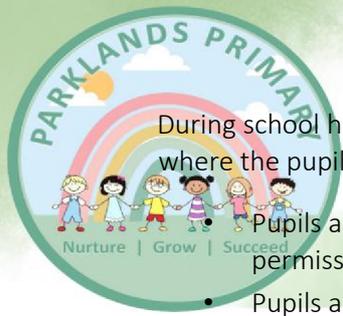
During school hours the school staff are legally in a position of loco parentis and therefore must know where the pupils are during the school day.

- Pupils are only allowed to leave the site with an adult and with parental/carers knowledge and permission
- Pupils are not allowed to leave the premises without prior permission from the school
- Whenever possible, parents should try to arrange medical and other appointments outside of school time; only urgent appointments should be attended during the school day although we recognise at the current time with the NHS it is challenging to get some medical appointments outside the school day.
- Parents are requested to confirm in writing, by letter or email, the reason for any planned absence, the time of leaving, the expected return time. School staff may ask for proof of appointments.
- Pupils must be signed out on leaving the school and be signed back in on their return
- Where a pupil is being collected from the school, parents are to report to the school office before the pupil is permitted to leave the site
- If a pupil leaves the school site without permission a **safeguarding call** will be made as a priority to the parents/carers to inform them of the absence (truancy). If parents/carers cannot be contacted staff will attempt to use emergency contact details for the pupil. If this is unsuccessful the police will be informed or *where appropriate* Children's Social Care will be informed for particular vulnerable cases.

9.4 Developing good self-understanding about attendance

- When explaining the attendance policy and rewards to children we will help children to understand that everyone gets ill at times in their lives and that in these times it is acceptable to be absent. As part of this we'll explain the concept of '*it's OK not to be OK'* and discuss both physical and mental health and wellbeing.

- This is why, as a school, we aim for a 96% rather than 100% attendance which may be hard to achieve. We will always ensure appropriate support and reasonable adjustments where needed.

9.5 Promoting attendance and support

At Parklands Primary, we work closely with parents and carers to ensure all children benefit from regular attendance and punctuality. To support this, we have a range of rewards and recognition systems designed to motivate pupils and celebrate their achievements.

Weekly Rewards

- Classes achieving over 96% attendance are recognised in our Classopoly game, relaunched during the *Star of the Week* assembly, with prizes awarded the following Friday.
- Each class appoints two Attendance Champions to record daily attendance and punctuality, alongside the teacher's register.
- Pupils with 100% attendance and punctuality for the week receive a raffle ticket to enter the class prize jar.

Half-Termly Rewards

- At the end of each half term, a raffle ticket is drawn from EY/RP/KS1 and KS2 classes.
- Prizes include family cinema tickets, bowling vouchers, Just Eat vouchers, Drift Stop passes, Ninja Warrior sessions, and other exciting opportunities.

Termly Rewards

- Pupils with 96**%** attendance or above at the end of the term are invited to an attendance party, celebrating their commitment to school attendance.

End-of-Year Rewards

- Pupils achieving 96% attendance or above across the school year are rewarded with a special trip, providing a memorable experience to recognise their dedication.

Supporting Pupils with Medical Needs

- Medical appointments are excluded from overall attendance calculations. Pupils whose adjusted attendance meets the 96% threshold remain eligible for all attendance rewards.

By recognising and celebrating regular attendance in these ways, Parklands Primary aims to foster a positive school culture, motivate pupils to attend consistently, and ensure every child can access the full benefits of their education.

Our Head of Safeguarding and School Attendance Champion, Laura Darley, the Attendance Officer, Jess Ibson and our Learning Mentors, work tirelessly with both children and families to improve attendance and punctuality.

9.6 Leave of absence

The school term times, holiday dates and training days are published a year in advance and are available on the school website. School training may be subject to change, however, the school will ensure they communicate any changes to parents/carers through text, newsletter and on the website.

Schools are not allowed to authorise requests for pupils to be taken out of school for a holiday during term time. In line with the Government's amendments to the 2006 regulations, holidays during term time will **NOT** be authorised.
Only exceptional circumstances warrant an authorised leave of absence and those which are covered by this are listed above. Parents/carers should make any request well in advance and in writing (a form is available from the school).

All requests are considered individually, taking into account the circumstances of the request. Other factors will be taken into account, such as:

- the time of year the pupil will be absent
- the attendance record of the pupil
- the number of previous requests for leave of absence
- the pupil's ability to catch up

Parents will be notified of the school's decision verbally.

Where a parental request has been refused, and parents continue to take their child out of school, this absence will be recorded as unauthorised. We reserve the right to apply to the Local Authority to issue a Penalty Notice.
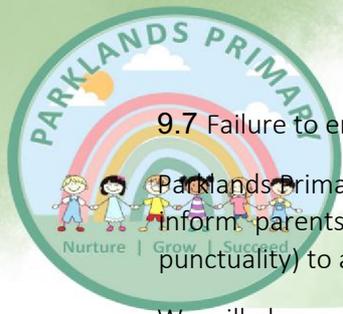
9.7 Failure to ensure regular school attendance

Parklands Primary will attempt to support all pupils to achieve maximum possible attendance and will inform parents/ carers when attendance starts to fall. Where attendance is falling (including punctuality) to a level causing concern, parents will be invited in to school to discuss ways to improve.

We will always work with families to support them where there are challenges with attendance. As a last resort, a **Penalty Notice** may be issued to parent/carers who are failing to secure their child's regular school attendance and are not engaging with supportive measures to improve attendance proposed by the school or other agencies including the local authority Education Welfare Service. Before a Penalty Notice is issued, parents will be warned of their liability to receive such a notice.

9.8 Penalty Notices

Parents and pupils are supported by the school and by the Local Authority to overcome issues that prevent regular school attendance through a wide range of intervention strategies. Where this intervention fails a Penalty Notice can be issued for unauthorised absence and if a parent/carer fails to ensure regular school attendance. This policy is in line with the Leeds City Council Code of Conduct on Penalty Notices and falls under Sections 444a and 444b of the Education Act 1996. The Education (Penalty Notices: England) Regulations 2007 set the framework for the operation of the Penalty Notice Scheme.

Circumstances in which a penalty notice may be issued are:

- Irregular school attendance
- 10 unauthorised sessions (AM and or PM sessions) over a 10 week rolling period
- Overt truancy
- Parentally condoned absences which are not authorised by school
- Unauthorised holidays in term time
- Persistent late arrival at school
- Being in a public place during the first five days of an exclusion

9.9 Payment of Penalty Notices

- First offence - The first time a Penalty Notice is issued the amount will be: £80 per parent, per child paid within 21 days. This increases to £160 per parent, per child if paid after day 21, until day 28. Any non-payment of the Penalty Notice may be referred to the Magistrates Court.

- Second Offence (within 3 years) - the second time a Penalty Notice is issued the amount will be £160 per parent, per child paid within 28 days. Any non-payment of the Penalty Notice may be referred to the Magistrates Court.

- Third Offence and Any Further Offences (within 3 years) - the third time an offence is committed a Penalty Notice will not be issued, and the case may be presented straight to the Magistrates' Court under s.444 of the Education Act (1996) or other legal interventions considered. **A guilty verdict at the Magistrates' Court can lead to a fine of up to £1000, and a criminal record which can affect employment opportunities.**

9.10 Changing schools

It is important that if families decide to send their child to a different school that they inform Parklands Primary as soon as possible.

A pupil will not be removed from the school roll until the following information has been received and investigated:
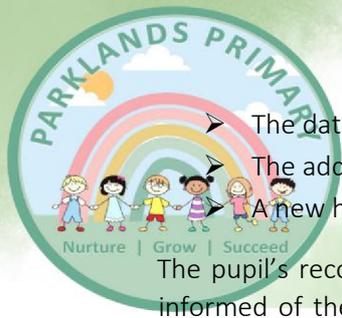
➢ The date the pupil will be leaving the school and starting the next
➢ The address of the new school
➢ A new home address if appropriate

The pupil's records will then be sent to the new school. In the event that the school has not been informed of the above information, the family will be referred to the local authority for follow up through the Children Missing in Education procedure.

10. At Parklands Primary, we ensure that any child who misses school is fully supported to catch up on lost learning. Teachers provide catch-up work that reflects the key learning missed, and additional intervention sessions are offered where needed to address gaps in understanding. In classrooms, we make clearly labelled catch-up packs available for pupils to take home so they can continue their learning independently with family support. Staff monitor each child's progress following absence and adapt teaching to help them reintegrate smoothly, ensuring no pupil is disadvantaged by time away from school.
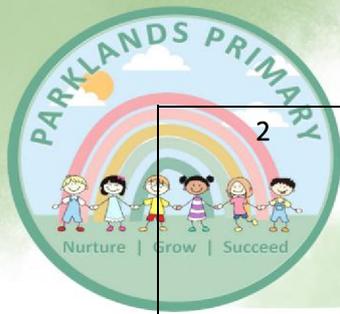
Appendix A Attendance Policy - Actions for Pupil Absent from School

We must always remember that children present in school are safe children. If a child is absent this *can be* a safeguarding concern. We have a duty of care and we are required to know where children are if they are absent from school and the reason for absence. Parents are required to inform the school of any absence, the reason for absence and must contact the school every day of absence.

When a pupil is absent from school and we have *not* received any contact from parents/carer with a reason for absence the following route will be followed.

Day	Action
1	Text 1 message sent by 10.00 a.m. re absence to ALL absentees with an unknown reason.
	Phone calls home in order of priority (Child Protection, Child in Need, Children Looked After, Pupil Premium, Persistent Absentees, SEND) made from 9:15 a.m.
	Priority home visits identified by a designated member of staff and completed by the extended Attendance Team same day. Text message sent if no answer.
	Marks in the Register: - Where a valid reason is given by parent/carer the correct code will be entered into Arbor. - Where no reason is yet established the mark will remain as an N.
	If there are NO immediate safeguarding concerns, and no reason established for absence, or if a home visit is conducted and no one is home the second contact on Arbor will be used to try and establish where the pupil is.
	If there are immediate safeguarding concerns about the child or family Children's Social Care will be contacted.
	Home visits and concerns will be logged on CPOMS.

2	If the pupil is absent for a second day and no contact has been received, further phone calls will be made and Text 2 is sent by 10.00 a.m. This text highlights the school's concerns re safeguarding and their duty of care. Home visit is completed. If there are safeguarding concerns Children's Social Care will be contacted again or the police may be asked to complete a welfare visit. Marks: • Where a valid reason is given by parent/carer the correct code will be entered into Arbor. • Where no reason is yet established the mark will remain as an N Home visits and concerns will be logged on CPOMS.
3	If the pupil is absent for a third consecutive day and no contact has been received to give reason for the absence, further phone calls will be made and text 3 is sent. Home visit is completed. Contact is made with Children's Social Care for advice and guidance. Marks: • Where a valid reason is given by parent/carer the correct code will be entered into Arbor. • Where no reason is yet established the mark will be changed to an **O** – an unauthorised absence Home visits and concerns will be logged on CPOMS.

If the parent provides a reason we do not believe is truthful or a pattern of condoned absence emerges then the Attendance Officer will contact the parents/carers and request that a medical evidence letter is signed. This agrees that all future absences will require medical evidence or will be logged as unauthorised by the school.