Shireland Collegiate Academy Trust

Primary Attendance Policy

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Contents

1 Aims 3
Our Trust-Wide Vision and Philosophy for Attendance 3
2 Legislation and guidance 4
3. A Multi-Tiered System of Support 4
Tier 1 – Our Universal Approach 5
Tier 2 – Our Internal individualised Strategies and Early Help Support 5
Tier 3 – Our Higher Needs Strategies Support 6
4. Attendance Recognition-Based Approach 6
5. Recording attendance 7
5.1 Attendance register 7
5.2 Attendance and Safeguarding arrangements for alternative provision 7
5.3 Unplanned absence procedures 8
5.4 Medical or dental appointments 8
5.5 Lateness and punctuality 9
5.6 Following up absence 9
5.7 Reporting to parents 9
6. Authorised and Unauthorised Absence 10
6.1 Exceptional Circumstances leave 10
7. Legal sanctions 11
7.1 Sanctions 11
8. Supporting pupils with school attendance 12
8.1 Recognition of school attendance 12
8.2 Supporting pupils returning to school following periods of absence 13
8.3 Pupils absent due to mental or physical ill health or SEND 13
9. Attendance monitoring 13
9.1 How attendance is monitored 13
9.2 Reducing persistent absence and severe absence 14
10. Analysing attendance 15
10.1 How data is analysed and used 15
10.2 Using data to improve attendance 15
11. DfE Working together to improve attendance 16
12. Roles and responsibilities 17
The Trust Board and Standards and Performance Committee (SPC) 17
Parents/carers/families 18
Pupils 18
The Principal 18
The Designated Senior Leader responsible for Attendance 19
School Admin / Attendance Lead 19
Wider Academy Staff 20

The Trust Lead for Attendance 20
Links with other policies 20
Appendix A: Localised Academy Information 21
Appendix B: First Day Calling Flowchart 22
Appendix C: Attendance Codes 23

NB: Please ensure that you read Appendix A in conjunction with the main body of the policy to see specific times of the school day, registration periods and key staff members.

1 Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture, ethos and evidence informed practices. Good attendance and punctuality are vital for any child to succeed at school and regular school attendance from an early age creates a culture about the importance of education and learning so that all can benefit equally. Every day missed has an impact on their learning and persistent absenteeism means they fall behind significantly and are at risk of not achieving their full potential.

We value the partnership between school and home in fostering the best possible learning environment for our pupils. In line with the DfE 'Working together to improve school attendance 2024' We expect that every child attend school every day, unless there are known and acceptable exceptional circumstances.

Being on time at the start of the school day is important as it enables teaching to begin on time. Having a good routine and being punctual helps children understand the significance of being organised and arriving promptly every day as they grow up and are ready for a life beyond school.

The foundation for good attendance is a strong partnership between the school, parents and the pupil, beginning from the early years and remains across the whole of their education.

Our Trust-Wide Vision and Philosophy for Attendance

Every learner, every day, in school and thriving.

At the heart of our Trust is a shared belief that inclusive attendance is fundamental to equity, wellbeing and achievement. We are committed to creating a culture where every pupil feels safe, valued and supported to attend school regularly and engage fully in their learning journey.

Our approach is rooted in compassion, recognition and partnership. We understand that attendance is not just a statistic—it is a reflection of a pupil's experience, and we respond with empathy, early support and strong relationships.

We promote:

- Belonging and inclusion through trusted relationships and a recognition-based culture that celebrates effort, resilience and progress.
- High expectations for all pupils: to be present, prepared and engaged in every lesson, every day.
- Collaborative responsibility among schools, families and communities to remove barriers and ensure every learner can thrive.
- Holistic development, recognising that regular attendance supports academic success, social growth, emotional wellbeing and lifelong opportunity.
- Together, we commit to a Trust-wide ethos where attendance is everyone's responsibility—and every pupil is supported to succeed.

2 Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The u is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- https://www.legislation.gov.uk/uksi/2006/1751/contentsThe Education (Penalty Notices) (England) (Amendment) Regulations 2013

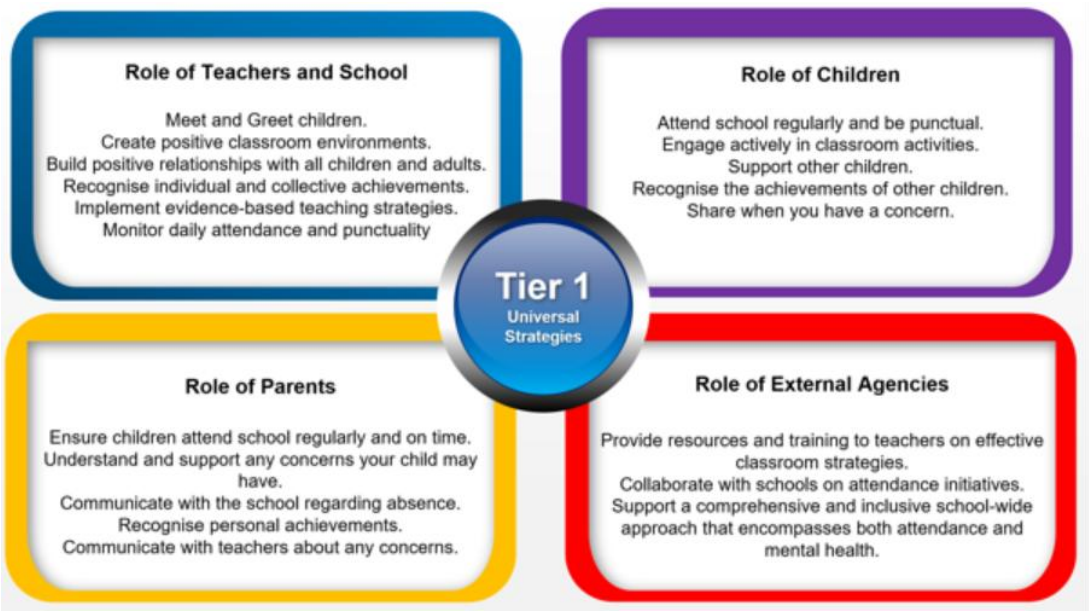
It also refers to:

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

3. A Multi-Tiered System of Support

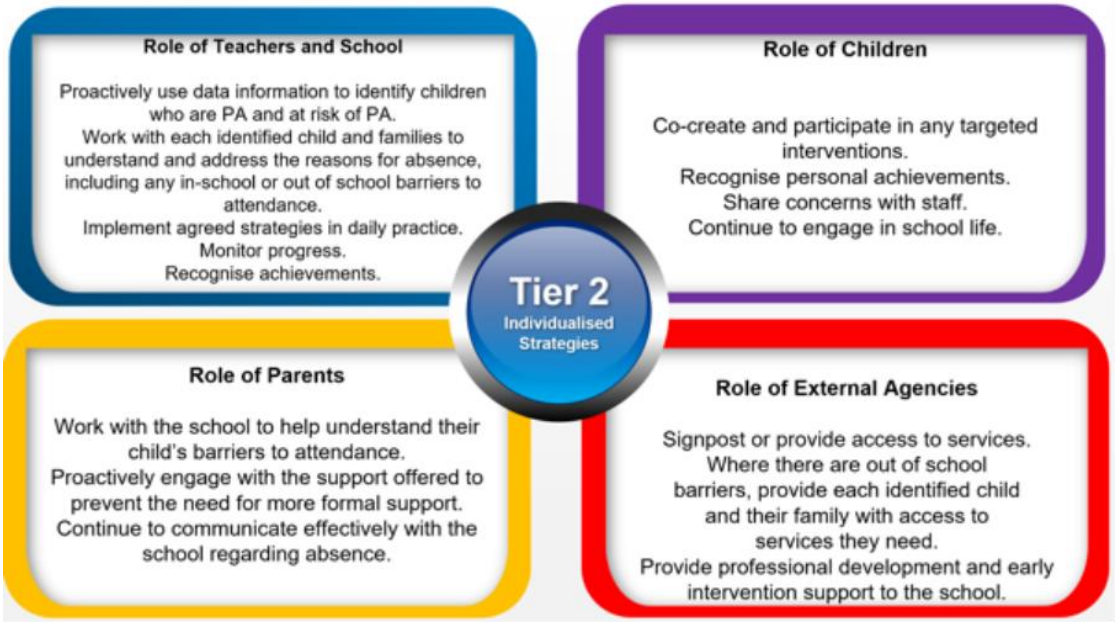
To guarantee a comprehensive approach to attendance, our academy implements a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents and external agencies – including the 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.

Tier 1 – Our Universal Approach



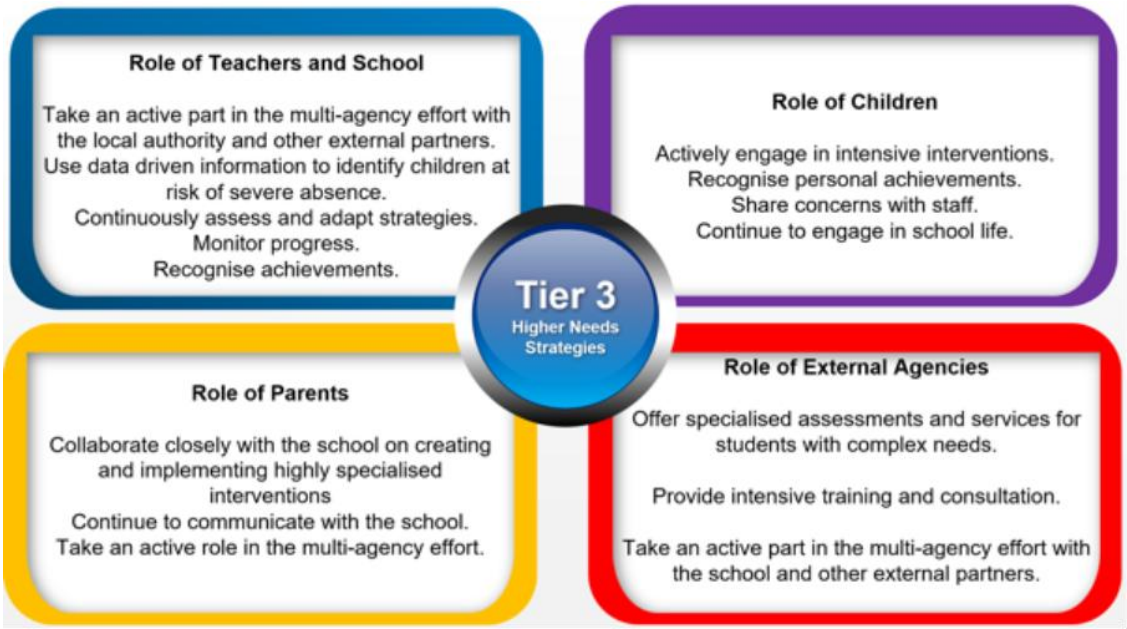
Tier 2 – Our Internal individualised Strategies and Early Help Support

Strategies to meet individual needs and provide early help support for persistent attendance challenges.



Tier 3 – Our Higher Needs Strategies Support

Specialised support for children and families with complex attendance requirements, including access to external agency support when necessary.



4. Attendance Recognition-Based Approach

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach plays a crucial role in fostering a positive and inclusive environment. These systems celebrate both personal and collective achievements, helping to prevent isolation and victimisation while promoting positive relationships and inclusivity. We believe that by acknowledging and rewarding effort, resilience, and progress, our academies can cultivate intrinsic motivation among pupils, families and staff. This approach not only enhances attendance rates but also contributes to the overall well-being and academic success. Recognition-based systems are an integral part of creating a supportive and engaging learning environment where everyone feels valued and motivated to attend our academies.

The Importance of Attendance

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 can have a significant impact on:

Academic and Knowledge Growth: Regular attendance directly correlates with academic success and knowledge acquisition. Pupils who attend school consistently are more likely to keep up with the curriculum, perform better in exams and acquire crucial skills for their personal and professional growth.

Social and Routine Development: School provides a vital social environment for pupils to interact with peers, develop friendships and learn essential social skills. Consistent attendance also establishes a structured routine, teaching time management and responsibility.

Teacher Interaction and Preventing Knowledge Gaps: Regular attendance allows for meaningful teacher-child interactions, enabling personalised support and progress assessment. It also prevents significant knowledge gaps that can result from frequent absences.

School Engagement and Extracurricular Activities: Pupils who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.

Legal Responsibility and Community Well-being: Parents or guardians are legally responsible for ensuring their child's regular school attendance, and failing to do so can lead to legal consequences. High levels of school attendance also contribute to the overall well-being of communities

5. Recording attendance

5.1 Attendance register

By law, all schools must keep an attendance register, and all pupils must be listed. The register is taken at the start of the first session and once during the second session each school day. It will indicate whether each pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any changes to the register must include the original entry, the amended entry, the reason for the amendment, the date, and the name and position of the person making the amendment. See Appendix C for DfE attendance codes.

We will also record whether the absence is authorised, the nature of the activity if attending an approved educational activity, and the nature of circumstances for exceptional absences. All entries in the register will be preserved for six years.

Pupils must arrive by the opening time each school day (see Appendix A). The first session register will be completed within 30 minutes after the session begins, and the second session register will follow the timeframe in Appendix A.

5.2 Attendance and Safeguarding arrangements for alternative provision

Full safeguarding checks and appropriate registration will be completed before registering any pupil for alternative provision. Each academy will fulfil its safeguarding and attendance duties in line with "Keeping Children Safe in Education 2025" and "Working Together to Improve School Attendance 2024". Regular visits to the provision will be conducted at least once a term, ensuring contact with the pupil, parent/carer, and alternative provision provider. All visits and communications will be logged in the pupil safeguarding file.

Attendance will be checked daily with a clear procedure to address absences promptly. The pupil will remain on the academy register with dual registration, ensuring consistency in safeguarding and attendance measures. By following these protocols, our academies will maintain a safe and secure environment, promoting the attendance, welfare, and well-being of all pupils.

5.3 Unplanned absence procedures

Parents must notify the school on the first day of an unplanned absence, such as due to ill health, by the school's opening time (Appendix A) or as soon as possible (see section 6). Unacceptable reasons for absence include uniform issues, headlice, transport problems, home appointments and other reasons deemed unacceptable by the school.

In some cases, the school may request verification, such as a doctor's note, prescription, or appointment card. Medical evidence will not be requested unnecessarily. If the school is not satisfied with the reason provided for absence, the absence will be recorded as unauthorised and parents/carers will be notified in advance.

We understand that sometimes a child is too ill to attend school and should stay home. If the illness is infectious, it is important to keep the child at home to prevent spreading it to others. Inform the school as soon as the doctor confirms a highly infectious illness.

Parents must notify the school by telephone if a child is absent or late.

Parents are expected to call the school in the morning before the school's opening time (Appendix A) if their child is going to be absent due to ill health. There is an answering machine in the main office so a message can be left at any time. A verbal message from a child is not acceptable.

We will follow up any unexplained absence or lateness with a phone call and/or a letter. In some cases, schools will conduct home visits if they are not satisfied with the reasons provided for absence or to ensure the safety and well-being of the child.

Primary pupils can only leave the academy site during the school day if accompanied by an appropriate adult.

Punctuality and absences are regularly monitored by both the school and the school's Attendance Lead. Attendance is a legal requirement which is enforced by our schools, our Trust and our home Local Authority - further details can be found on their website.

As a Trust we have a system in place to escalate any concerns about high levels of absence due to illness, including agreements about accessing additional services in order to provide appropriate support to pupils, particularly for long term illness.

Some examples of scenarios when medical evidence may be requested include:

- There are frequent, odd days of absence due to reported illness.
- Attendance is less than 93%.
- The same reasons for absence are frequently repeated.
- Where there is a particular medical problem and school may need evidence to seek additional support/provide support.
- Information is transferred to other schools in the event of a transfer/midyear admission, in line with GDPR by way of electronic data systems, common transfer form, national curriculum assessment records.

5.4 Medical or dental appointments

We request that parents schedule medical and dental appointments outside school hours whenever possible. If this is not feasible, the pupil should miss the least amount of school time necessary, ideally at the start or end of the day. Missing registration for such appointments will be classified as an authorised absence with prior agreement. Advance notice is highly recommended to minimise disruption.

Parents must phone or give written notice prior to the appointment where possible.

5.5 Lateness and punctuality

A pupil arriving late but before the register closes will be marked as late with an ‘L’ code. After the register closes, they will be marked as absent. We monitor punctuality across the Trust and will meet with families if it becomes a recurring issue. We have high expectations and will follow up if a child's punctuality falls below an acceptable level. If a pupil has 15 days of absence or frequent lateness/early collection, we will follow academy procedures, which may include referring the case to the Local Authority.

5.6 Following up absence

The academy will follow up on absences to determine the reason, ensure proper safeguarding, and identify the correct attendance code. Pupils with attendance below the national average will be closely monitored and further action will be considered. The school will challenge the attitude of pupils and parents who prioritise attendance lowly. Registers will be checked, and absences monitored daily. Schools will analyse individual pupil data to identify patterns of concern and inform parents. There is a clear and escalating approach to intervention for attendance issues, which may be escalated to the Standards and Performance Committee and then the Local Authority if no improvement is seen.

For unexplained absences, the school will:

- Call the pupil’s parent on the first day of absence to ascertain the reason. If contact cannot be made, the school may contact the local authority or police for a safe and well check.
- Identify whether the absence is approved and input the correct attendance code within five working days.
- Call the family daily during unexplained absences to ensure safeguarding.
- Report unexplained absences to relevant agencies.
- Offer support to improve attendance.
- Make necessary referrals to wider partners.
- Issue a notice to improve, penalty notice, or other legal intervention if support is not successful or engaged with.

5.7 Reporting to parents

We report on attendance and punctuality at least six times a year, along with other forms of attendance communication. Before Parents' Evening, an interim or full end-of-year report will include these figures, benchmarked against National Expectations.

If attendance is a concern or a pupil has had 10 days of absence without sustained improvement, families will be informed and invited to a meeting to create an action plan for improvement. This information will be shared with the Local Authority and may result in a penalty notice if attendance does not improve.

6. Authorised and Unauthorised Absence

6.1 Exceptional Circumstances leave

Principals may only grant leave of absence during term time for exceptional circumstances as outlined in the 2024 school attendance regulations. These include taking part in a regulated performance or employment abroad, attending an interview, a temporary part-time timetable, or other exceptional circumstances. Leave is granted at the Principal's discretion, including the duration.

Exceptional circumstances are defined as absences recommended by a health professional for rehabilitation, immediate leave due to family bereavement, or requests for children of service personnel. Each application is considered individually, based on specific facts and context. Leave will not be granted for protest activities during school hours.

Requests should be submitted as soon as anticipated, ideally at least four weeks in advance, with supporting evidence. Valid reasons for authorised absence include illness, medical/dental appointments, religious observance, and travel for occupational purposes. Absence may also be authorised for pupils currently suspended or excluded without alternative provision.

Other non-absence reasons include attending off-site approved educational activities, another school (dual registration), or provision arranged by the local authority.

Procedure for requesting a planned absence:

- Leave during term-time is exceptional and generally unauthorised unless deemed exceptional.
- Complete an exceptional leave form and submit it at least four weeks prior. The school will respond within two weeks.
- Provide evidence and meet with a senior staff member.
- If the request is approved, a formal confirmation will be provided in writing. If it is not authorised, the decision will also be communicated in writing, along with a warning about possible legal consequences.
- Unauthorised absences will be marked as such, and attendance causing concern will be referred to the Local Authority, potentially resulting in a penalty notice
- Pupils who have 19 days or more of absence will be referred to the Local Authority, which may result in the issue of a penalty notice for unauthorised absences.

All pupils have the right to full education, regardless of gender, race, ethnicity, nationality, religion, disability, parentage, sexual orientation, or other status. We are committed to ensuring full attendance for all.

7. Legal sanctions

7.1 Sanctions

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

Penalty notices

The academy reserves the right to refer families to the Local Authority for a penalty notice due to a pupil's unauthorised absence from school, provided the pupil is of compulsory school age. Prior to any referral, the school will ensure compliance with local authority guidance.

Before referring, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks).
- Whether a penalty notice is the best available tool to improve attendance for that pupil.
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution.
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

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

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

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

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

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

Notices to improve

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

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

They will include:

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

8. Supporting pupils with school attendance

8.1 Recognition of school attendance

As an academy, we understand the importance of good attendance and punctuality, this is promoted with all pupils. We provide half-termly, termly and yearly recognition for pupils who have exemplary attendance and are regularly punctual. Those who have improved attendance and punctuality are also acknowledged through certificates, assemblies, and other forms of recognition. Pupils with underlying medical or additional needs who attend hospital and specialist appointments will not be placed at a disadvantage, and their absences due to such appointments will always be taken into consideration.

Shireland Collegiate Academy Trust defines regular attendance as children attending every day that the school is open unless a child is ill. Our attendance target is 96%. Creating a pattern of regular attendance is the responsibility of parents, the child and all members of the school staff.

To help us focus on this:

- Leaders will meet and greet our pupils at the school gate and class teachers will greet them at the classroom door.
- We will give parents/carers details on attendance regularly
- We will celebrate and recognise attendance by displaying and reporting individual and class achievements.
- We will ensure that individuals and groups are recognised for good or improving attendance.
- We will report to parents/carers regularly on their child's attendance.

8.2 Supporting pupils returning to school following periods of absence

We recognise the unique challenges faced by families whose children encounter barriers to regular attendance. Our academy strive to provide a supportive environment where these families feel understood and guided towards solutions. To achieve this, we will:

- Implement bespoke support programs tailored to each pupil's needs, designed in consultation with families and professionals.
- Maintain regular communication with families to keep them informed about their child's progress and available resources.
- Organise workshops and training sessions to equip families with the tools and knowledge to support their child and advocate for their educational rights.

By fostering a culture of understanding, collaboration, and continuous support, we aim to empower families and ensure every child has equal opportunities to thrive academically while supporting their wellbeing.

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

In cases where pupils are absent from school due to mental or physical ill health, including Special Educational Needs and Disabilities (SEND), our schools are committed to providing comprehensive support. We work closely with families to understand individual needs and make necessary adjustments to ensure continuity in learning. Additional support such as tailored resources, remote learning opportunities, and access to counselling/mentoring services are available to assist pupils in their educational journey even during periods of absence.

Where a pupil has an Education, Health and Care Plan (EHCP) and their attendance falls, or the school becomes aware of barriers to attendance related to the pupil’s needs, the school will inform the local authority. This ensures that appropriate measures are taken to support the pupil and address any issues impacting their attendance.

9. Attendance monitoring

9.1 How attendance is monitored

Attendance is monitored daily, and appropriate action is taken, including contacting families of pupils who are absent without prior notification. Weekly attendance data sheets track pupils at risk of becoming persistent absentees. This information is shared with the principal and discussed in inclusion meetings to develop support strategies based on individual needs.

The school monitors attendance and absence data (including punctuality) half-termly, termly, and yearly at individual pupil, year group and cohort levels. Specific pupil information will be shared with the DfE upon request. Data is collected each term and published at national and local authority levels through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school benchmarks its attendance data at whole school, year group and cohort levels against local, regional and national levels to identify areas for improvement and shares this with the Standards and Performance Committee and Trust Board. When children are identified as vulnerable or when the school is not satisfied with the reasons provided for absence, relevant agencies will be informed, and a home visit will be conducted.

Schools have safeguarding duties under section 175 of the Education Act 2002 and should investigate any unexplained absences. Academies and independent schools have the same safeguarding duty under section 157 of the Education Act. Any interventions are monitored and reviewed to evaluate their impact, allowing for adjustments where strategies are not effective.

9.2 Reducing persistent absence and severe absence

Persistent absence is when a pupil misses 19 school days or more, and severe persistent absence is when a pupil misses 95 school days or more. Reducing these absences is central to our academy's strategy for improving attendance.

Our academy will:

- Follow the attendance strategy, including issuing warning letters and providing attendance improvement advice.
- Use attendance data to identify patterns and trends of persistent and severe absence.
- Address potential safeguarding issues in line with Keeping Children Safe in Education 2025.
- Hold regular meetings with parents of pupils at risk of or experiencing persistent or severe absence to discuss attendance, understand barriers, explain available help, and review existing actions.
- Provide access to wider support services to remove barriers to attendance, in conjunction with the local authority.
- Consider alternative support to re-engage pupils and implement necessary sanctions.

If attendance concerns are raised to the SCAT Inclusion Panel due to no sustained improvements, additional steps will be taken. Academy staff may also conduct home visits for all episodes of non-attendance. These visits aim to support your child's education and well-being. We understand there may be underlying reasons for non-attendance and want to work with families to find effective solutions.

Cases will be closely monitored to identify patterns and areas needing additional support, involving the appropriate local authority. This process ensures each child can fully benefit from their education and reach their academic potential.

10. Analysing attendance

10.1 How data is analysed and used

The schools will use their Management Information System Arbor to:

- Regularly analyse attendance and absence data to identify pupils, groups, or cohorts needing additional support.
- Identify pupils whose absences may be a cause for concern, especially those with patterns of persistent or severe absence.
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends.
- Examine historic and emerging patterns of attendance and absence to develop strategies addressing these patterns.

10.2 Using data to improve attendance

The school will also use Arbor to:

- Develop targeted actions to address patterns of absence for individual pupils, groups, or cohorts identified via data analysis.
- Provide targeted support to pupils whose absences may be a cause for concern, especially those with patterns of persistent or severe absence and their families.
- Provide regular attendance reports to class teachers, facilitating discussions with pupils and families, and to the Standards and Performance Committee and school leaders.
- Use data to monitor and evaluate the impact of interventions, modifying them and informing future strategies.
- Share information with the DfE, other schools within the Trust, local schools, local authorities, and other partners to work collaboratively where a pupil's absence is at risk of becoming persistent or severe.

11. DfE Working together to improve attendance

Where school attendance becomes a concern, we will work together with families to identify the root causes of absence with an aim to removing barriers whether they be at school or within the home. In some cases, this may involve working collaboratively in partnership with families and other agencies to bring about improvements in attendance.

We will follow the DfE model outlined below:

12. Roles and responsibilities

Within our academies everyone understands the importance of good attendance therefore everyone has a role to play in promoting regular school attendance. A list of academy staff with key responsibilities can be found in Appendix A.

The Trust Board and Standards and Performance Committee (SPC)

They are responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents.
- Promoting the importance of attendance and punctuality across the academy's policies and ethos.
- Making sure school leaders fulfil expectations and statutory duties, including:
    - Making sure the school records attendance accurately in the register and shares the required information with the DfE and local authority.
    - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate.
- Recognising and promoting the importance of attendance across the academy policies and ethos.
- Making sure the academy's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources.
- Making sure the academy has high aspirations for all pupils but adapts processes and supports individual needs.
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts where this is most needed.
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge.
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs.
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer.
- There is a Link governor who monitors both Attendance and Safeguarding who along with the SPC and Trust Board hold the Principal to account for the implementation of this policy.

Parents/carers/families

Parents/carers are defined as all natural parents, whether married or not; any individual with parental responsibility for a child attending the academy; and any person who has daily care of the child, such as those living with and looking after them.

Parents/carers are expected to:

- Ensure their child attends every day and on time.
- Call the school to report their child's absence before school's opening time (Appendix A) on the day of the absence and each subsequent day of absence and advise when they are expected to return.
- Provide the school with at least **2** emergency contact numbers for their child as outlined in 'Keeping Children Safe in Education 2025'.
- Ensure that, where possible, appointments for their child are made outside of the school day.
- Support and encourage their child by attending parents' evenings and other school events.
- Contact the school to discuss any concerns regarding their child's attendance.
- Work in partnership with the school to resolve any issues that are impacting on their child's attendance.
- Keep to any attendance contracts that they make with the school and/or local authority.
- Seek support, where necessary, for maintaining good attendance, by contacting the School Attendance Champion/Attendance Lead (Appendix A).

Pupils

Pupils are expected to:

- Attend the school every day on time.

The Principal

The Principal is responsible for:

- Implementation of this policy at the school.
- Authorising the issue of fixed-penalty notices, where necessary.
- Leading attendance across the school.
- Offering a clear vision for attendance improvement.
- Having an oversight of data analysis.
- Ensuring that specific strategies to address areas of poor attendance are identified through data.

The Designated Senior Leader responsible for Attendance

The Designated Senior Leader (also known as the 'Senior Attendance Champion') is responsible for (see Appendix A):

- Leading, championing and improving attendance across the school.
- Setting a clear vision for improving and maintaining good attendance.
- Evaluating and monitoring expectations and processes.
- Having a strong grasp of absence data and oversight of absence data analysis.
- Regularly monitoring and evaluating progress in attendance.
- Establishing and maintaining effective systems for tackling absence and making sure they are followed by all staff.
- Liaising with pupils, parents/carers and external agencies, where needed.
- Building close and productive relationships with parents to discuss and tackle attendance issues.
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers.
- Delivering targeted intervention and support to pupils and families.

School Admin / Attendance Lead

Are responsible for day-to-day procedures:

- Monitoring and analysing attendance data.
- Providing regular attendance reports to school staff/SPC and reporting concerns about attendance to the Principal.
- Benchmarking attendance data to identify areas of focus for improvement.
- Working with education welfare officers at the Local Authority to tackle persistent absence.
- Taking calls from parents/carers about absence on a day-to-day basis and recording the outcome on the school system.
- Referring complex cases to the Principal where additional information and support are required.
- Arranging calls and meetings with parents to discuss attendance issues.
- Helping prepare reports that include attendance and punctuality figures for SPC meetings including cases which are subject to fixed penalty notices.
- Delivering targeted intervention and support to pupils and families.

Wider Academy Staff

Wider academy staff are responsible for recording attendance accurately and timely daily, using the correct codes, and submitting this information into school information management system (Arbor).

They are also responsible for promoting good attendance and punctuality with their class and families, having initial conversations where necessary.

The Trust Lead for Attendance

Is responsible for:

- Monitoring and analysing attendance data half termly.
- Benchmarking attendance data to identify areas of focus for improvement.
- Supporting the identification of appropriate strategies to effectively improve attendance.

Links with other policies

This policy is linked to other academy policies, please refer to:

- Child Protection and Safeguarding policy
- Behaviour policy

Appendix A: Localised Academy Information

School gates opening time	Clent Road - 8.50-9.00am Castle Road - 8.35-8.45am
First session registration period Register closes	Clent Road - 9.15am Castle Road - 9am
Second session registration period	Clent & Castle Road - 1pm

Roles and responsibilities at Lightwoods Primary Academy

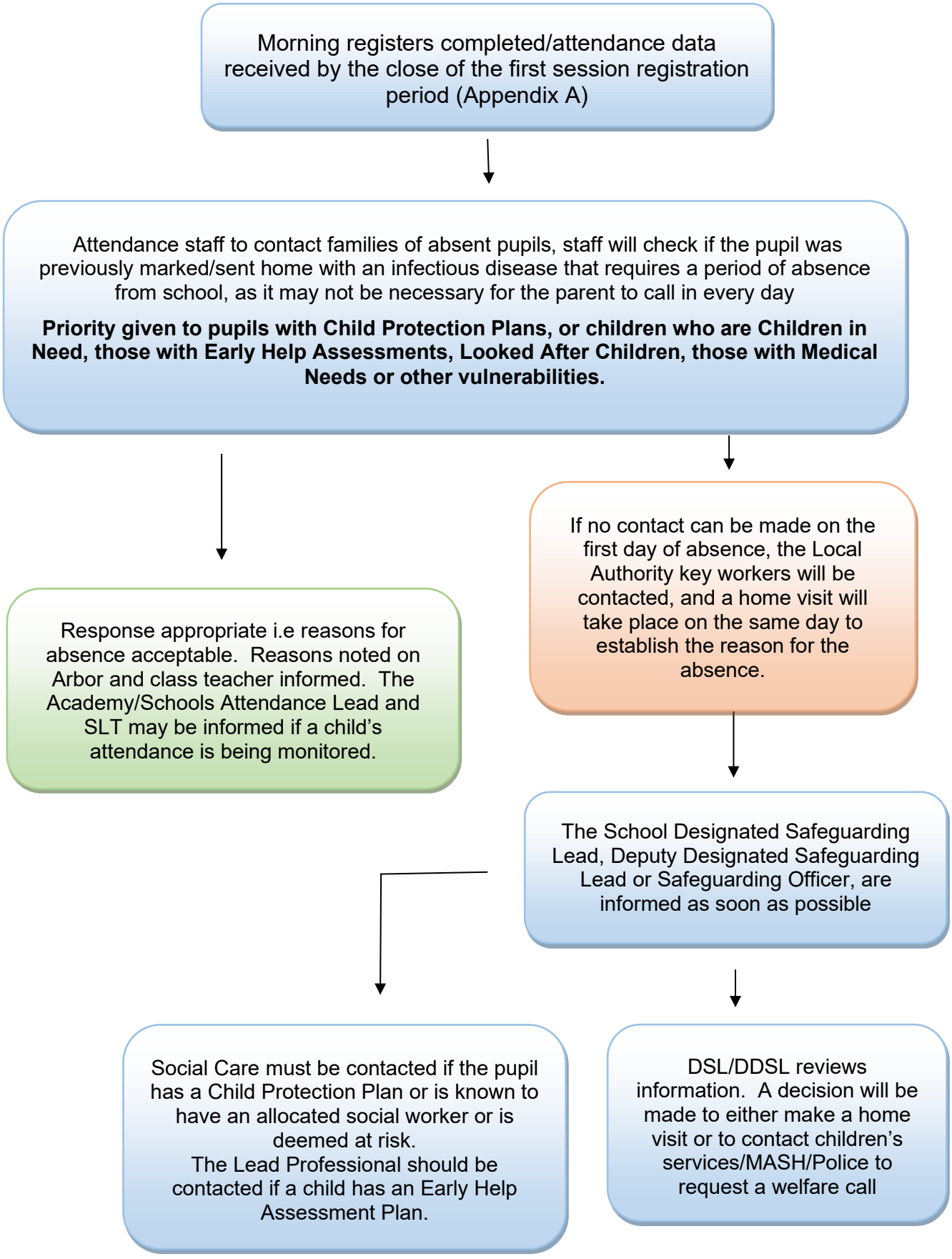
Job role	Name
Senior Attendance Champion	John Ashton
Attendance Lead/Officer	Helen Crowther-Hess
SCAT Primary Attendance Lead	Lady K Grundy

Breakfast club arrangements

Breakfast club timings	Clent & Castle Road: 7.30-8.45am
Breakfast club contact	Grace Taylor
Online payment methods	Arbor
Summary of activities	Children begin the morning with a selection of cereals and baked goods, providing a nutritious and settled start to the day. Alongside breakfast, they can take part in a range of structured social activities, including board games, small-group interactions, and construction-based play such as Lego, which supports problem-solving and cooperation. For those who prefer a quieter beginning, calming options such as colouring and individual creative tasks are available. Overall, the Breakfast Club offers a welcoming, well-supervised environment that promotes positive relationships and supports a smooth transition into the school day.

Appendix B: First Day Calling Flowchart

First Day Calling is important because school absence and safeguarding are closely linked. This practice not only encourages good attendance it also helps to monitor a pupil's wellbeing and is an alert to their safety.



Appendix C: Attendance Codes

The following codes are taken from the DfE's guidance on school attendance.

Attending the school	
/ \	Present at the school / = morning session \ = afternoon session
L	Late arrival before the register is closed
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered at another school
Absent – Leave of absence	
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
S	Leave of absence for the purpose of studying for a public examination
X	Non-compulsory school age pupil not required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
C	Leave of absence for exceptional circumstance
Absent – other authorised reasons	
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made
Absent – unable to attend school because of unavoidable causes	
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause
Absent – unauthorised absence	
G	Holiday not granted by the school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed
Administrative Codes	
Z	Prospective pupil not on admission register
#	Planned whole school closure