



The Coppice Primary School

Attendance Policy and Guidance Document

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Approved by Trustees	October 2024
Date for Review	October 2025

The Coppice Primary School Pupil Attendance Policy

This policy has been developed in consultation with Trustees, Teachers and Education Welfare Services at The Coppice Primary School. It seeks to ensure that all parties involved in the practicalities of school attendance (including Parents and Carers) are aware and informed of attendance matters in school. It outlines the school's commitment to attendance matters and details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

The Coppice Primary School aims to promote a positive and welcoming atmosphere in which pupils feel safe, secure and valued and to provide an environment that is conducive to creating 'happy, successful and confident' learners. We recognise the importance of an engaging and relevant curriculum in ensuring that our children are ready for the next phase of their education and consequently, we seek to ensure that our children fulfil their potential and are 'Well prepared for life'.

1. Overall Aim of the Policy:

This policy will aim to raise both progress and attainment of the children at The Coppice through maintaining and improving their overall attendance. This will be done in the following ways:

- Raising awareness of the importance of consistently high levels of attendance.
- Making attendance a priority for all those associated with the school including Parents/Carers, pupils, teachers and Trustees.
- Ensuring that attendance is monitored effectively and that reasons for absences are recorded promptly and consistently.
- Encouraging Parents/Carers to ensure that their children attend regularly and arrive at school on time and are discouraged from taking term-time holidays.
- Positively encouraging and valuing regular, punctual attendance.
- Rewarding and recognising children whose attendance and punctuality is good and those who have improved their attendance and time keeping.

2. Rationale

All children of compulsory school age have the right to a high-quality full-time education which is relevant to their age, aptitude, ability and any special needs that s/he may have.

The Coppice recognises that regular school attendance and punctuality is essential if a child is to make the most of the educational opportunity available to them, achieve their full potential and improve their life chances.

Regular attendance greatly enhances the continuity of learning, furthers educational progress and leads to increased levels of achievement and attainment of both individuals and groups of pupils and thereby the standards achieved by our school. It also improves a child's ability to develop and keep friendship groups within school and enhances their social skills. Without doubt, regular and punctual attendance patterns are crucial for our children when they enter the world of work and they are therefore key life skills which will benefit all of our children's economic life chances.

Due to the above, attendance is always a key whole-school improvement issue and we take seriously our responsibility to monitor and promote the regular attendance of all of our children. We believe that all stakeholders have a role to play in ensuring that school attendance is good.

3. Legislation:

Parents/Carers of registered pupils have a legal duty under the Education Act 1996 (Section 444) to ensure that children of compulsory school age attend school on a regular and full-time basis. Permitting unauthorised absence from school is an offence and Parents/Carers may be referred to the Local Authority for prosecution via our Deputy Headteacher or our Education Welfare Officer (EWO) if the issues around non-school attendance cannot be resolved by the use of a range of attendance strategies (**see section 11**).

In addition, the school has a statutory responsibility to record and monitor the punctuality and attendance of all children for both the morning and afternoon sessions.

4. School Attendance, Safeguarding and Children Missing in Education (see appendix 1).

Local authorities have a legal duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children who are missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. This particularly applies to children who have moved to another authority or country but are not yet in education.

Schools are required to make the Local Authority aware of every registered pupil on roll who fails to attend school regularly and any children who have been absent from school (whose absence we have not been able to establish), where the absence has been treated as unauthorised for a continuous period of not less than 10 school days (Education Pupil Registration England Regulations 2006 regulation 12).

The Local Authority provides further information and guidance on children missing from education.

The Attendance Leader in school (Deputy Head) and the Designated Safeguarding Leader (DSL) should work closely to manage risks and ensure appropriate multi-agency engagement where necessary, so that children and young people receive the appropriate level of early help or statutory intervention to ensure they attend school regularly.

5. Who is responsible for attendance issues in school.

At The Coppice Primary School, Lindsey Ashwell (Deputy Head) is the senior member of staff responsible for attendance; Karen Woodyatt (Attendance officer) and Billy Hutt (Headteacher) is the Senior DSL. All of these staff work closely together where the attendance of a pupil is a concern.

As stated earlier, all members of school staff (both teaching and non-teaching) have responsibility for attendance issues in school. Consequently, all members of school staff from those who receive absence calls in the school office, through to teachers, who speak regularly to Parents/Carers, and senior staff, who deal with attendance issues, can impact positively on children's attendance in school.

Attendance matters are reviewed by the Head and members of the senior management team on a regular basis and attendance issues are reported at least termly to the Board of Trustees.

6. Statements of Expectations

6(i) What is expected of The Coppice Primary School:

- Meet the legal requirements set out by the Government.
- Give a high priority to encouraging excellent punctuality and attendance.
- Monitor all children's punctuality and attendance and develop procedures that enable the school to identify, follow up and record unauthorised absence, patterns of absence and Parent/Carer condoned absence with effective monitoring and intervention.
- Consistently record authorised and unauthorised absences within the guidance of the 1996 Education Act.
- Develop a range of effective strategies to follow up intermittent and long-term absenteeism and promote good attendance.
- Encourage open communication channels between home and school.
- Develop procedures for the reintegration of long-term absentees.
- Liaise regularly with the school's Education Welfare Officer and develop procedures leading to a formal referral to the EWO.
- Keep accurate records using the computerised system of attendance (SIMS).
- Monitor absentees on day 1 via a text through the app or telephone call to Parents/Carers if the school has not been notified.
- Contact Parents/Carers if the need arises via phone, follow up calls and in writing. Should the need arise, meetings with Parents/Carers will be held and, where absence is persistent, involvement of EIS (Educational Investigation Service) will be considered.
- Reward excellent or good attendance.
- Inform the Board of Trustees about attendance.
- Attendance is shared at Parent Evening meetings (twice a year)
- Keep Parents/Carers updated about attendance via the school newsletter.

6(ii) What is expected of the Parents/Carers at The Coppice:

The school aims to work collaboratively with Parents/Carers so that children receive consistent messages about their attendance behaviour.

Parents/Carers have a legal responsibility to ensure that their children attend school every day and stay in school for every session that they have been registered. Parents/Carers should make sure that their children arrive on time, properly dressed, with the right equipment and in a fit state to benefit from the education offered to them. Under the 1996 Education Act, Parents/Carers may be prosecuted if a child does not attend school regularly and punctually. This legislation exists with the aim of ensuring that Parents/Carers carry out their duty to secure a good education for their children.

If a child is in foster care or a residential home, it is important that the Carers recognise their parenting role where school attendance is concerned. In order to do this, they will be supported by close co-operation between the school, Education Welfare Services and Social Services, especially where such a child's attendance is irregular.

Parents/Carers should support regular school attendance by:

- Offering a reason for any period of absence, preferably before the absence or on the first day.
- Offering reasons for any lateness.
- Working closely in partnership with the school Attendance Officer to resolve any problems that may impede a child's attendance.
- Parents/Carers should actively engage in discussing concerns regarding their child's attendance.
- Taking family holidays during school holiday periods and being aware that requests for holidays during term time will not be authorised, unless there are exceptional circumstances **(see further detailed explanation in section 10 below)**.
- Be aware of curriculum requirements and be especially vigilant with regards to attendance during important academic times such as SATS or the start of new terms.
- Supporting their child and recognising their successes and achievements. They should attend Parents' Evenings and other events, talk to their child about school and take a positive interest in their child's work, including homework.
- Keeping in touch with class teachers, especially regarding any issues that may affect a child's attendance and learning.
- Encouraging their child to come to school and reinforcing why this is in the child's best interests.

6(iii) What is expected of the children:

Children have a responsibility to themselves and others to play a positive role in the life of the school and to make the most of the educational opportunities available. Consequently, children should:

- Respect themselves and others.
- Do all they can to attend school regularly and punctually.
- Inform a trusted adult to discuss a reason for them not being in school

6(iv) What is expected of The Board of Trustees at The Coppice:

The Attendance Lead takes the lead role in managing attendance and liaises with School Administrators, Parents/Carers and the Attendance officer to promote good attendance and follow up a potential or arising attendance issue. A report is presented to Trustees each term and they in turn are then required to support the school and challenge them where necessary with attendance issues.

6(v) What is expected of The Local Authority:

The Local Authority has a responsibility to provide education and promote the regular attendance of all statutory school-age children. Through the Education Welfare Service (EWS), the Local Authority provides support to schools and Parents/Carers to fulfil their legal duty. The EIS (Educational Investigation Service) is the enforcement agency of the LEA and as well as providing guidance and support through its officers may take a Parent/Carer to court for not fulfilling their duty under section 444 of the Education Act 1996. The court may fine the Parent/Carer and put in place a School Attendance Order (SAO), an Education Supervision Order (ESO) or a Parenting Order.

7. School Procedures for Recording and Monitoring Attendance

The law states that a register of attendance has to be taken once at the start of the morning session and once during the afternoon session. The register has to record whether a child is present, engaged in an approved educational activity off-site or absent. If a child is absent the register must record the reason for the absence and whether it was authorised or unauthorised.

7(i) Registers:

Attendance registers and registers are kept electronically every morning and afternoon using the SIMS attendance module. The class teacher will take a register recording who is present and absent from school.

School gates open at 8.25am for KS1 and KS2. Reception doors open at 8.25am. For Nursery see daily times.

Children arriving after the gates have closed but before 9.10am, will be marked as late (L). Children arriving after 9.10am will be marked as a 'U'.

Registers should be taken within 15 minutes of the school session starting:

EYFS: Morning 8.35am and afternoon 12.30pm

KS1: Morning 8.40am and afternoon 1:00 pm

Y3: Morning 8.45am and afternoon 1.00pm

Y4/5: Morning 8.45am and afternoon 1.15pm

Y6: Morning 8.45am and afternoon 1.15pm

Teachers must ensure the registers are completed and saved as soon as possible. The registers will close at 9.10am. Any child arriving later than the stated time (without a known reason being given) will be marked as absent (N code).

The Coppice Primary School complies with and uses the DFE compulsory national attendance codes (**see Appendix 2**). An accurate and consistent registration system is crucial both to provide a solid foundation for analysis of absence and to support any statutory interventions. The register is a legal document and must be kept accurately. Attendance registers will be kept in accordance with legal requirements, local authority guidelines and school regulations.

7(ii) Absences and Codes (see appendix 2):

Every half day of absence from school has to be classified by the school as either authorised or unauthorised. Authorised absence is where the Headteacher has either given approval in advance for a pupil of compulsory school age to be away, or has accepted an explanation offered afterwards as satisfactory justification for absence. All other absences, including persistent lateness, must be treated as unauthorised (**see iii below**).

Absence can only be authorised by a person designated to do so by the Headteacher [**see The Education (Pupil Registration) (England) Regulations 2006 (SI No. 2006/1751) – Reg 7(1)**].

7(iii) Unexplained absences:

All unexplained absences are chased up on a daily basis by text message or phone call requesting a reason for the absence. If a child's absence is not covered by any of the reasons in **Section 8 below**, and if no satisfactory explanation has been presented from home for a child's absence, then the absence is entered as 'unauthorised' (O code). The Coppice Primary School has procedures in place to try to resolve unexplained absences within one week.

The Headteacher/Deputy Head/Attendance officer will personally phone the Parents/Carers of low attenders, Persistently Absent (PA) children and those who are at risk of becoming PA, to request a reason for absence. Medical evidence will be asked for, if appropriate, and as a matter of course with PA children.

7(iv) Lates/punctuality

Children must attend on time to be given a mark for the session. Children arriving after 8.40am (KS1) and 8.45am (KS2) (when the gates have closed) should report to the school office where they will be marked as late on the register and the reason for lateness noted in the Late Book.

Where a pupil arrives after the register closes (9.10am at The Coppice), they (as per DfE compulsory attendance codes) will be marked with a 'U' (late after registers have closed and meaning an unauthorised absence) **unless** they have a legitimate reason e.g. they were attending a medical appointment ('M' code) which was pre-arranged and we were notified of.

If the Parent/Carers states that the child is late due to a medical/doctor's appointment that we didn't know about, we may request evidence *e.g. an official text from the doctors, official letter or appointment card*. In this case, the child will be given an 'L' code if before 9am, otherwise it will be marked as 'M'. If the child is absent for another acceptable reason, they will be given a 'C' code (meaning other authorised circumstances) which will be marked on the child's attendance record accordingly.

8.Absence from school:

There are only two categories of absence from school:

'Authorised' (approved) and 'Unauthorised' (not approved)

Only the Headteacher (or their delegate) can approve an absence from school. That is the law (**see section 9 below**).

Absence will be recorded using the codes recommended by the Department for Education Guidance on School Attendance.

8(i) Authorised (approved) absence – types of authorised absence that may be approved:

- Leave of absence for bereavement or funerals
- Medical absence appointments.

The Coppice recognises that specialist hospital and specialist clinic appointments including orthodontic and on-going dental treatment may require a child having time out of school. However, our expectation is that a minimum amount of learning is lost and children should not be absent for the whole day. We will seek an explanation from Parents/Carers where a whole day is missed for

this reason. Proof of unavoidable medical appointments in school time must be provided for the school e.g. hospital appointment letter.

Parents/Carers are advised to make routine, non-urgent check-up appointments for dentists, doctors or opticians outside of school hours (after 3.15pm) where possible or during school holidays.

- **Illness:**

We know and understand that children are likely to experience bouts of illness from time to time which mean that the child is ill or is prevented from attending by an unavoidable cause. In addition, some students will be managing chronic or more serious medical conditions that impact on attendance. We will of course support children in these circumstances to ensure that they do not miss out on their education and are not penalised for unavoidable absence related to their condition. However, we will seek to always support Parents/Carers, encouraging them to ensure that their child still attends school if the illness is not sufficient enough to prevent this e.g. a cold **(see appendix 4)**.

- **Service children:**

It is a well-known fact that the children of members of the armed forces may not be able to have holidays with their Parents/Carers within the usual school holidays due to a Parent/Carer being on deployment. Schools should therefore treat any requests for term-time leave for this reason as an exceptional circumstance. However, the onus is on the Parent/Carer to provide evidence of the legitimate nature of this absence i.e. through a letter from the Commanding Officer. It is also the responsibility of the Parent/Carer to balance the amount of these requests with the child's educational needs.

It is a school's decision whether to accept a reason for a child's absence and whether to authorise that absence. In the majority of cases, a Parent's/Carer's note explaining that their child was ill can be accepted without question or concern. In exceptional circumstances, further evidence of a child's illness may be requested.

The Coppice Primary School can challenge Parents'/Carers' statements or seek additional evidence if they have any concerns regarding a child's attendance and there is a pattern of frequent absence for reasons of minor illness.

The Coppice Primary school has clear systems 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.

8(ii) The types of scenarios when medical evidence may be requested include:

- Attendance is less than 90% or is heading towards this.
- There are frequent odd days absences due to reported illness (also known as broken weeks) – **(see Appendix 3: explanation for Parents/Carers)**.
- 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.

8(iii) Other reasons for absences:

Other reasons for absence must be discussed with the school each time. Notes will not necessarily be accepted as providing valid reasons.

- Religious observance. The child is absent on days exclusively set apart for religious observance in their particular faith e.g. Eid (one day celebration).
- If a pupil is excluded from school for a behaviour-related incident, this is an authorised absence (E code).
- The child lives over a certain distance from the school and the LEA has either failed to make suitable arrangements to register the child at a nearer school or make suitable transport arrangements.
- The child is absent “with leave” which, due to exceptional circumstances, has been granted by the school.

8(iv) Unauthorised (not approved) absence – types of absence that will not be approved:

- The school will follow DfE guidance and not authorise absences due to birthday, shopping, childminding or looking after other family members
- Holiday in term-time unless there is an exceptional circumstance agreed to by the Headteacher
- As mentioned earlier above, late arrival at school after 9.10am has to be recorded as an unauthorised absence unless a sufficient reason has been provided. Such days contribute towards missed days in school.

9(i) Reasons for absence must be given by Parents/Carers.

The Coppice Primary School will always require an explanation from Parents/Carers for all absence or periods of absence. These may be offered by text, email, over the phone or in-person.

This decision will be made in accordance with the 1996 Education Act, which identifies the reasons **(in section 8 above)** as acceptable reasons for an authorised absence.

The school will contact Parents/Carers who have not offered a reason for an absence but it will be marked as unauthorised if no reason is provided.

9(ii) The Coppice Primary School daily absence procedure (See Appendix 6 flowchart):

Unexplained or prolonged absences are followed up by the school EWO Educational Welfare Officer (EWO) with the Education Welfare Service (EWS) or the Children Missing in Education team (CME), who regularly check registers and monitor attendance.

10. Leave of Absence requests (including holidays)/planned absences procedure:

As stipulated by the Department for Education, Head Teachers may not grant any leave of absence during term time unless there is an exceptional circumstance.

The Coppice Primary School is therefore unable, legally, to authorise any leave of absence requests unless there is an exceptional circumstance. This is due to the volume of work expected from children to cover the National Curriculum requirements and consequently, term-time absence is deemed disruptive to a child’s education. It is the decision of the Head Teacher as to what might be considered an exceptional circumstance.

Parents/Carers are requested to fill in a leave of absence form (available from the school office or via the school communication app) and return it at least 6 weeks in advance of the proposed absence whereupon, if the leave is judged to be an exceptional circumstance and is consequently authorised, they will be notified of such in writing within two weeks. **However, Parents/Carers**

are advised that they should not expect their request to be granted as a right and must assume it is NOT authorised unless they hear otherwise.

If we are aware of any language difficulties that may preclude a request form being completed appropriate support will be offered to the Parent/Carer.

If a Parent/Carer considers that they require their child's proposed leave of absence to be for exceptional circumstances, there is a requirement that Parent/Carers provide evidence of the exceptional circumstance and may be required to meet with the Headteacher or Attendance Team to explain this.

Where the Headteacher / Attendance Team is satisfied that there are exceptional circumstances to warrant the request of the leave of absence but has additional concerns such as the timing of the absence or the child's attendance record is of concern, further guidance will be sought from the LA.

If, however, the Headteacher / Attendance Team deems that the reasons are not exceptional, the leave of absence will not be authorised and a written reply will be sent informing the Parents/Carers of this decision for each child.

This written confirmation will also state that should this absence still be taken, it will be recorded as 'unauthorised' on the register and will warn of the legal implications of taking this absence.

It is important for all Parents/Carers to understand that The Coppice Primary School is duty-bound to refer all unauthorised holiday leave of **10 or more sessions (5 days) within a 10-week period** directly and immediately to the Education Enforcement Team at the Local Authority for safeguarding reasons. Worcestershire County Council will then also make the decision whether or not to impose a fixed penalty notice (fine) for this absence as it is the law that Parents/Carers can be fined for taking their children on holiday during term time without the consent of the school. Currently, the fine stands at £80 per Parent/Carer per child if paid within 21 days. This increases to £160 if payment is not made within 21 days.

No absence will be granted during the Key Stage Two testing period.

The DfE guidance is as follows:

The threshold is 10 sessions of unauthorised absences in a rolling period of 10 school weeks. A school week means any week in which there is at least one school session. This can be met with any combination of unauthorised absence (e.g. 4 sessions of holiday taken in term time plus 6 sessions of arriving late after the register closes all within 10 school weeks). These sessions can be consecutive (e.g. 10 sessions of holiday in one week) or not (e.g. 6 sessions of unauthorised absence taken in 1 week and 1 per week for the next 4 weeks). The period of 10 school weeks can also span different terms or school years (e.g. 2 sessions of unauthorised absence in the Summer Term and a further 8 within the Autumn Term).

11. Poor attendance Strategy:

All children are expected to achieve **at least 96.0%** attendance for an academic year. This equates to no more than 8/9 days absence a year.

11(i) Persistent Absences:

The definition of persistently absent (PA) pupil as set by the DFE is a pupil with 10% or more absence, 19 days of absence (90% or less attendance).

Pupils with persistent absenteeism will be identified and action will be taken to address the underlying reasons for the absence level. The Attendance team or Local Authority involvement may be necessary. All intervention must be documented.

Falling attendance is closely monitored. Further action will be considered for those students whose attendance falls below 92%. It is also the responsibility of the Class Teacher to discuss attendance matters with the Parent/Carer in consultation with the Head/Deputy Head and administrative staff.

Recognition of a pattern of absence is vital. Schools will analyse individual pupil data to quickly identify patterns of absence which cause concern and Parents/Carers will be informed by the school where their child's attendance causes concern.

Liaison between SLT, class teachers and the Attendance team with support from the County attendance officer will ensure a holistic approach to the cause for concern. Early involvement of the Parent/Carer is paramount in securing good attendance. The Coppice Primary School will rigorously challenge the attitudes of Parents/Carers who give a low priority to the attendance of their child.

The Coppice Primary School has a clear and escalating approach to intervention where there are concerns regarding a pupil's attendance at The Coppice:

- Phone call / message home
- Home visit by the Attendance team (after 2 days of absence without notification)
- Letters to Parent/Carer including those requesting medical evidence
- Call meetings with Parent/Carers (and children) in order to discuss any issues
- School mentoring
- Parenting contracts
- Pastoral support plan (PSP)
- Educational support plan

11(ii) Formal Attendance Meetings:

Parents/Carers of children whose attendance gives cause for concern may be invited to attend a formal attendance meeting to discuss the child's school attendance, identify and barriers to regular school attendance and agree a target and action plan to improve school attendance.

These meetings will be chaired by a senior member of school staff and in exceptional cases, a member of the Board of Trustees. A Parent/Carer representative will also be present. Others attending may also include anyone in school who is involved with the child e.g. class teacher

11(iii) Legal action to be considered should children's attendance still not improve:

If there is no improvement in a student's attendance following the school's interventions and attendance remains a concern, the school will refer the matter to the Worcestershire County Council Senior Education Welfare Officer for Prosecutions for advice and possible legal action. A pre-prosecution meeting will be held involving the Local Authority, and The Coppice Primary School to determine whether any of the following course of legal action is necessary:

- Prosecution of a Parent/Carer for failing to ensure that their child of compulsory school age regularly attends school to the statutory requirement through the Education Act 1996, section 444(1 or 1A)
- Application to Magistrates Court for an Education Supervision Order – to ensure that the child of compulsory school age and registered at a school attends regularly
- Application to Magistrates Court for a Parenting Order – to enforce regular attendance following a successful prosecution by the Local Authority
- Penalty Notice issued for an instant monetary fine for irregular attendance. The maximum penalty upon conviction is a fine of up to £2,500.

The Coppice Primary School will put into place a system for enabling returning children to catch up on learning and reintegrate within the school.

12. Lates and what will happen if a child is persistently late:

Persistent lateness i.e. any child repeatedly arriving after 9am, will be deemed as an area of concern by the school and Parents/Carers will be contacted to discuss the problem.

Lessons and learning begin immediately at the very start of the school day (KS1: 8.40 am / KS2: 8.45am) so it is important that children do not miss this key learning by arriving late.

When children arrive late:

- They may feel awkward arriving in the classroom when everyone else is settled.
- They miss out on essential instructions given at the beginning of the lesson. This can significantly reduce achievement, regardless of academic ability.
- It disrupts the entire class and the teacher – everyone’s education is compromised.

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| <ul style="list-style-type: none"> - 5 minutes late every day adds up to 3 days lost learning each year - 10 minutes adds up to 6 days lost learning each year - 15 minutes adds up to 10 days lost learning each year - 20 minutes adds up to 13 days lost learning each year - 30 minutes adds up to 19 days lost learning each year |
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Continuing late arrival and absences may be marked as ‘unauthorised absence’. Reasons from Parents / Carers explaining the “lates” will be requested. The Attendance team may also discuss punctuality problems with Parents/Carers. Parents/Carers must accompany their child to the office and sign them in, if they are late.

Further lateness may result in being served with a Penalty Notice or a summons to court. Parents have a duty to ensure their child’s regular and prompt attendance at school and failure to do so is an offence under Section 444(1) of the Education Act 1996.

13. Support for Parents/Carers with attendance:

School attendance is supported wherever possible and the promotion of good communication and cooperation between all parties involved is vital.

The Attendance Team and the Designated Safeguarding Lead should work closely to manage risks and ensure appropriate multi-agency engagement where necessary, so that children and young people receive the appropriate level of early help or statutory intervention to ensure they attend school regularly.

The Attendance team can be contacted via the school office to provide support and guidance to any Parent/Carer experiencing difficulties with attendance or any other family issues. They will also be proactive in contacting Parents/Carers by letter/telephone to help prevent persistent absence from arising in the first place.

14. Monitoring

The attendance and absences of all children are monitored on a weekly basis by the Attendance team.

This involves:

- Monitoring any issues connected with requests for leave of absence or explanations for illness, and intervening as appropriate.
- Reviewing the list of pupils below 96% attendance (to target them before levels drop to the 90% Persistent Absence level) and intervening as appropriate.

15. Travellers - *Children of Gypsy, Roma and Traveller (GRT) Families:*

Research has shown that many children from these families can become disengaged from education, particularly during the secondary school phase. Pupils are particularly vulnerable at transition from primary to secondary where a GRT pupil leaves school without identifying a new destination school. Schools should inform the CME team as soon as they become aware that a secondary school application will not be made for a GRT pupil. Although many are settled, some GRT families move regularly and their children can be at increased risk of missing education.

Schools should work with families to minimise disruption to GRT pupils' education, for example if the family need to travel in order to work, they should be supported to dual register with other schools.

There is provision within the legislation to permit Travellers to remove their child/children from full time education whilst they are travelling, however this can only be done after the completion of 200 sessions (100 days) in an academic year. The Parent/Carer must complete a form stating the economic purpose of their intention to travel and must attend school to discuss the pending period of absence with the Attendance team prior to removing the child. It is at the discretion of the Headteacher to authorise this absence or not. Should permission be granted, 'T' will be entered into the pupil register system.

16. Service children:

Families of members of the Armed Forces or members of the Armed Forces are likely to move frequently – both in the UK and overseas and often at short notice. Schools and local authorities should contact the MOD Children's Education Advisory Service (CEAS) on 01980 618244 for advice on making arrangements to ensure continuity of education for those children when the family moves. (**See also section 8** regarding term-time absence requests from service people due to deployment)

17. Deletion of children from the admission register:

Schools must notify the Local Authority when they remove a child from roll in line with the '**Removing Pupils from Roll: Guidance for Schools**'. All schools must inform their local authority of any child who is going to be deleted from the admission register where they:

- Have been taken out of school by their Parents/Carers and are being educated outside the school system, e.g.: elective home education (EHE). Schools must not seek to persuade Parents/Carers to educate their children at home as a way of avoiding excluding the child or because the child has a poor attendance record.
- Have ceased to attend school and no longer live within a reasonable distance of the school at which they are registered.
- Have been certified by a medical professional as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her Parent/Carer has indicated the intention to continue to attend school after ceasing to be of compulsory school age.
- Have been permanently excluded.

18. Rewarding good attendance:

The Coppice Primary School will reward good attendance and improved attendance regularly through reward schemes and incentives. These include:

- Weekly class attendance recognition for the class(es) with the highest attendance percentage. Two certificates will be issued (one in EYFS/KS1 and one in KS2) for the highest attendance.
- Termly badges are issued for all children with 100% attendance.

Any child who achieves a full term of 100% attendance will receive a bronze star. If a child achieves a 100% attendance for two terms, they will then receive a silver star; and if they achieve a 100% attendance for all three terms i.e. 100% for the whole academic year, they will receive a 100% badge.

19. Mention of attendance in Annual School Report and at Parents' Evening:

An attendance summary is presented to Parents/Carers with their child's report at the end of every academic year in July. Attendance will also be mentioned and discussed at the twice-yearly Parents' Evenings where an up-to-date attendance printout is shared with Parents/Carers.

20. Data analysis – when this is done and how it is used:

Attendance data is submitted to the DFE, most schools use the management information systems via the school census. This data is published by the DFE as part of the annual publication of school statistics. Data analysis helps to identify the main causes of absence within the school and plan appropriate action to ensure all children attend school regularly.

Attendance data is analysed by year group, classes, and groups of children *e.g. Pupil Premium, SEND, GRT, EAL* etc. in order to help identify particular groups of children where absences are an area of concern and to track attendance patterns of individual children.

21. Inclusion statement:

The principles and expectations of this Attendance Policy apply to all children, including those with special educational needs or disabilities. However, early and accurate identification of a child's special educational needs and any requirements for support and intervention is crucial in ensuring that any issues relating to the child's attendance at school are dealt with swiftly and effectively.

Consequently, we will always endeavour to use effective and meaningful ways of supporting the attendance of all pupils with Special Educational Needs (within the bounds of the resources available). This will ensure that all pupils receive the education to which they are entitled.

22. Legislation and Guidance informing this Policy:

This policy meets the requirements of the school attendance guidance '[Working together to Improve School Attendance](#)' from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#).

These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

- Relevant legislation The Education Act 1996
- The Children Act 1989 The Crime and Disorder Act 1998
- The Anti-social Behaviour Act 2003
- The Education and Inspections Act 2006
- The Sentencing Act 2020 The Education (Pupil Registration) (England) Regulations 2006
- The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- The Education (Penalty Notices) (England) Regulations 2007

This policy also refers to the DfE's guidance on submitting attendance data for the school census which explains the persistent absence threshold. This policy complies with our funding agreement and Articles of Association.

23. GDPR:

Data Protection Statement:

The procedures and practices created by this policy have been reviewed in the light of our GDPR Data Protection Policy and all data will be handled in accordance with it.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
Attendance	Key information concerning Attendance policy and procedures.	To inform all stakeholders about attendance in The Grove Partnership	Children, Teachers, Parents/Carers, Trustees and Ofsted.	By the Curriculum Coordinator and through The Governing Body via The Curriculum Sub Committee.

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
		X

This policy is a working document and is therefore open to change and restructuring as and when the need arises. It is also reviewed yearly.

Appendix 1: Children Missing from Education Pathway:

A child going missing from education is a potential indicator of abuse or neglect. Staff in education provision should follow the provision's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in the future.

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Central to raising standards in education and ensuring all pupils can fulfil their potential, pupils need to attend regularly. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.

Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing in their area.

All education providers should:

- Promote good attendance and reduce absence, including persistent absence.
- Ensure every pupil has access to full-time education to which they are entitled.
- Act early to address patterns of absence.
- Ensure Parents/Carers perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly.
- Ensure all pupils are punctual to school and lessons.
- Ensure they liaise with the named social worker where Children's Social Work are engaged with the child or family

The law requires schools to have an admission register and an attendance register. All pupils must be placed on both registers. Schools should use the national absence and attendance codes to record and monitor attendance and absence in a consistent way which complies with the regulations. They are also used for collection statistics through the School Census System.

The codes are detailed in the DfE ['Working together to Improve School Attendance'](#) guidance. Please note the requirements around the use of the L and U code (page 56), and requirements for recording attendance of Gypsy, Roma, Traveller pupils (page 60).

Schools should promote good school attendance and put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that staff are alert to signs to look out for, and the individual triggers to be aware of, when considering the risks of potential safeguarding concerns, such as travelling to conflict zones, FGM, CSE, forced marriage

Involving other agencies and signposting:

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent, without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Pupils at risk of harm/neglect:

Children may be missing from education because they are suffering from abuse or neglect. Where this is suspected schools should follow child protection procedures. If there is reason to suspect that a crime has been committed or the child's safety is at risk, the police should also be involved.

Appendix 2: Attendance Codes, Descriptions and Meanings (2024): updated codes

Attending the school

Code / \: Present at the school / = morning session \ = afternoon session
Code L: Late arrival before the register is closed

Attending a place other than the school

Code K: Attending education provision arranged by the local authority
Code V: Attending an educational visit or trip
Code P: Participating in a sporting activity
Code W: Attending work experience
Code B: Attending any other approved educational activity

Absent - leave of absence

Code C1: Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
Code M: Leave of absence for the purpose of attending a medical or dental appointment
Code J1: Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
Code S: Leave of absence for the purpose of studying for a public examination
Code X: Non-compulsory school-age pupil not required to attend school
Code C2: Leave of absence for a compulsory school-age pupil subject to a part-time timetable
Code D: Dual registered at another school
Code C: Leave of absence for exceptional circumstance

Absent - other authorised reasons

Code T: Parent travelling for occupational purposes
Code R: Religious observance
Code I: Illness (not medical or dental appointment)
Code E: Suspended or permanently excluded

Absent - unable to attend school because of unavoidable cause

Code Q: Unable to attend the school because of a lack of access arrangements
Code Y1: Unable to attend due to transport normally provided not being available
Code Y2: Unable to attend due to widespread disruption to travel
Code Y3: Unable to attend due to part of the school premises being closed
Code Y4: Unable to attend due to the whole school site being unexpectedly closed
Code Y5: Unable to attend as pupil is in criminal justice detention
Code Y6: Unable to attend in accordance with public health guidance or law
Code Y7: Unable to attend because of any other unavoidable cause

Absent - unauthorised absence

Code G: Holiday not granted by the school
Code N: Reason for absence not yet established
Code O: Absent in other or unknown circumstances
Code U: Arrived in school after registration closed

Administrative codes

Code Z: Prospective pupil not on admission register
Code #: Planned whole school closure

Appendix 3: Broken weeks – attendance information for Parents/Carers:

Broken Weeks - Please avoid them!

One of the things that impacts most negatively on children's progress is if children have odd days off here and there over the year that disrupts a week's learning. Those who monitor attendance in school call these "broken weeks".

Good learning in school is reliant on building learning links, lesson by lesson and day by day. If one of these links is missed then the whole programme of learning can be disrupted, leaving children confused and falling behind. In short, every lesson counts!

In addition, absence can affect friendships, with the break in social continuity, and children losing that sense of 'belonging'. Such influences cannot be underestimated as children's happiness, and so success, in school is often affected by friendships. This is particularly the case in Infants and the Early Years where friendship groups are just establishing.

All of the above can lead to a downward spiral with children feeling 'disconnected' and finding work difficult because of missed learning. Accordingly, we often end up with such children not wanting to attend.

The government (DFE) document '*The link between absence and attainment*' (available online) points out that even a small drop in attendance can negatively affect a child's success in school. We see this in school, with our low attending children being amongst the worst attaining children.

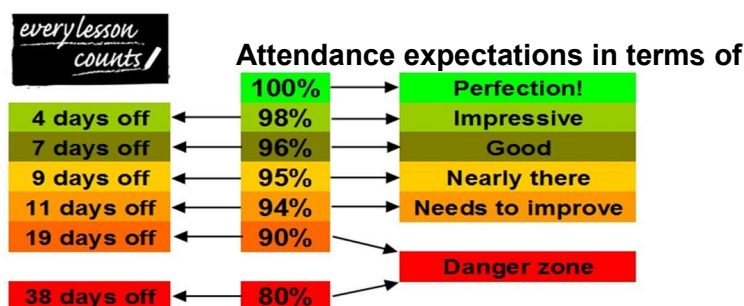
Given all of the above we would urge Parents/Carers to be stringent when making the decision to keep children off school.

The NHS gives some very good guidance on this, making the point that even if a child feels under the weather then they need to be in school. <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school>

Some of this advice is copied overleaf. (see Appendix 4)

Basically, the rule needs to be, use parental judgement to decide if your child is actually ill to the extent that they cannot participate in lessons, otherwise dose a child with Calpol and send them in! If your child's condition deteriorates during the school day then we will always contact you. Please be assured, we always have your child's best interest at heart and would not keep them in school if they were not well enough to be here.

We appreciate the temptation as a loving Parent/Carer is to keep children off school at the slightest sign of anything but in the long run it does not help their performance in school.



Appendix 4: NHS Advice: Is my child too ill for school?

It can be tricky deciding whether or not to keep your child off school, nursery or playgroup when they're unwell.

There are government guidelines for schools and nurseries about [managing specific infectious diseases at GOV.UK](#). These say when children should be kept off school and when they shouldn't. If you do keep your child at home, it's important to phone the school or nursery on the first day. Let them know that your child won't be in and give them the reason.

If your child is well enough to go to school but has an infection that could be passed on, such as a cold sore or head lice, let their teacher know.

Follow this advice for other illnesses (taken from the NHS guidance): [NHS link](#)

Coughs and colds - It's fine to send your child to school with a minor [cough](#) or [common cold](#). But if they have a fever, keep them off school until the fever goes. Encourage your child to throw away any used tissues and to wash their hands regularly.

High temperature - If your child has a [high temperature](#), keep them off school until it goes away

Chickenpox - If your child has [chickenpox](#), keep them off school until all the spots have crusted over. This is usually about 5 days after the spots first appeared.

Cold sores - There's no need to keep your child off school if they have a [cold sore](#). Encourage them not to touch the blister or kiss anyone while they have the cold sore, or to share things like cups and towels.

Conjunctivitis - You don't need to keep your child away from school if they have [conjunctivitis](#). Do get advice from your pharmacist. Encourage your child not to rub their eyes and to wash their hands regularly.

COVID-19- If your child has mild symptoms, such as a runny nose, sore throat, or slight cough, and feels well enough, they can go to school. Your child should try to stay at home and avoid contact with other people if they have [symptoms of COVID-19](#) and they either:
* have a high temperature * do not feel well enough to go to school or do their normal activities

What to do if your child has tested positive - Your child is no longer required to do a COVID-19 rapid lateral flow test if they have symptoms. But if your child has tested positive for COVID-19, they should try to stay at home and avoid contact with other people for 3 days after the day they took the test. (Guidance from March 2023.

Ear infection - If your child has an [ear infection](#) and a high temperature or severe earache, keep them off school until they're feeling better or their high temperature goes away.

Hand, foot and mouth disease - If your child has [hand, foot and mouth disease](#) but seems well enough to go to school, there's no need to keep them off. Encourage your child to throw away any used tissues straight away and to wash their hands regularly.

Head lice and nits - There's no need to keep your child off school if they have head lice. You can treat [head lice and nits](#) without seeing a GP.

Impetigo - If your child has [impetigo](#), they'll need treatment from a GP, often with antibiotics. Keep them off school until all the sores have crusted over and healed, or for 48 hours after they start antibiotic treatment. Encourage your child to wash their hands regularly and not to share things like towels and cups with other children at school.

Ringworm - If your child has [ringworm](#), see your pharmacist unless it's on their scalp, in which case you should see a GP. It's fine for your child to go to school once they have started treatment.

Scarlet fever - If your child has [scarlet fever](#), they'll need treatment with antibiotics from a GP. Otherwise they'll be infectious for 2 to 3 weeks. Your child can go back to school 24 hours after starting antibiotics.

Slapped cheek syndrome (fifth disease) - You don't need to keep your child off school if they have [slapped cheek syndrome](#) because, once the rash appears, they're no longer infectious. But let the school or teacher know if you think your child has slapped cheek syndrome.

Sore throat - You can still send your child to school if they have a [sore throat](#). But if they also have a high temperature, they should stay at home until the temperature goes away. A sore throat and a high temperature can be symptoms of [tonsillitis](#).

Threadworms - You don't need to keep your child off school if they have [threadworms](#). Speak to your pharmacist, who can recommend a treatment.

Vomiting and diarrhoea - Children with [diarrhoea or vomiting](#) should stay away from school until they have not been sick or had diarrhoea for at least 2 days (48 hours).

If your child is ill, it's likely to be due to one of a few minor health conditions. Whether you send your child to school will depend on how severe you think the illness is. Use this guidance to help you make that judgement.

Remember: if you're concerned about your child's health, consult a health professional.

Tell the school

- It's important to inform the school if your child is going to be absent.
- On the first day of your child's illness, telephone the school to tell them that your child will be staying at home.
- The school may ask about the nature of the illness and how long you expect the absence to last.
- If it becomes clear that your child will be away for longer than expected, phone the school as soon as possible to explain this.