

“The Summit is what drives us, but the climb itself is what matters”



THE SUMMIT FEDERATION

Executive Headteacher: Mr. Damien Bond

Attendance Policy

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1. Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

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

- Part 6 of the [Education Act 1996](#)
- Part 3 of the [Education Act 2002](#)
- Part 7 of the [Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)

It also refers to:

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

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the federation records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the federation works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate

- Recognising and promoting the importance of school attendance across the federation's policies and ethos
- Making sure the federation'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 federation has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping federation leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with federation leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole federation and repeatedly evaluating the effectiveness of the federation's processes and improvement efforts to make sure they are meeting pupils' needs
- Where a school within the federation is struggling with attendance, working with federation leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The federation's legal requirements for keeping registers
 - The federation's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the executive headteacher to account for the implementation of this policy

3.2 The executive headteacher

The executive headteacher is responsible for:

- The implementation of this policy at the federation
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary
- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the federation's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days

- Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

3.3 The designated senior leader responsible for attendance (executive headteacher)

The designated senior leader ('senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the federation
- 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/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is the executive headteacher and can be contacted via 01484 687362 (Holme School) or 01484 689692 (Hinchliffe Mill School)

3.4 The attendance officer (executive headteacher)

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to federation staff
- Advising when to issue fixed-penalty notices

The attendance officer is the executive headteacher and can be contacted via 01484 687362 (Holme School) or 01484 689692 (Hinchliffe Mill School)

3.5 Class Teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office by 9:10am for the morning session and 1:15pm for the afternoon session.

3.6 School office staff

School office staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to a senior leader where appropriate, in order to provide them with more detailed support on attendance

3.7 Parents

Where this policy refers to a parent, it refers to the adult the federation and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not

- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9:00am on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the executive headteacher who can be contacted via telephone at the relevant school as listed above.

3.8 Pupils

Pupils are expected to:

- Attend school every day, on time

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register, and place all pupils onto this register.

We will take our attendance register at 8:50am and 1:05pm of each school day. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

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

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- (For pupils of compulsory school age) Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8:50am and ends at 3:20pm.

Pupils must arrive in school by 8:50am on each school day.

The register for the first session will be taken at 8:50am and will be kept open until 9:00am. The register for the second session will be taken at 1:05pm and will be kept open until 1:15pm.

4.2 Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 9:00am, or as soon as practically possible, by calling the school office staff, who can be contacted via telephone – 01484 687362 (Holme School) or 01484 689692 (Hinchliffe Mill School)

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment.

Please contact the school office by telephone or e-mail in advance of the day of appointment, so it can be communicated as necessary to class teachers and on the register if applicable.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:

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

If there is a continuation of any punctuality issues or patterns of a late arrival over a number of weeks, the executive headteacher will contact the parent for a discussion in order to improve this and not miss valuable learning time.

4.5 Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may conduct a home visit and if necessary contact the police.
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving the local authority
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal intervention (see section 5.2 below), as appropriate

4.6 Reporting to parents

The school will regularly inform parents (see definition of 'parent', as used in this policy, in section 3.7 above) about their child's attendance and absence levels via the Reach More Parents app.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The executive headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:

- Taking part in a regulated performance
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the executive headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as rare, significant, unavoidable situations - such as serious illness, bereavement, or military service - that mean a pupil cannot reasonably be in school.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school website. The executive headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the federation, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from a school within the federation (and no alternative provision has been made)

Other reasons the federation may allow a pupil to be absent from a school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by a school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority

- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Sanctions

Our federation 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 executive headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the federation issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the federation 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 federation has under the Equality Act 2010 make issuing a penalty notice inappropriate

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

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

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

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

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

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

These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £80 within 21 days, or £160.

Notices to improve

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

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

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far

- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

6. Strategies for promoting attendance

At the Summit Federation we promote good attendance through celebration assemblies, newsletters and news feeds through the Reach More Parents app.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

We recognise that some pupils face significant and complex barriers which affect their ability to attend school regularly. In such cases, the federation will prioritise support over sanction and work collaboratively with families and partner agencies.

Identification

- Staff will seek to understand the underlying reasons for absence through pupil voice, parental discussions, and multi-agency assessment where needed.
- Barriers may include medical or mental health needs, SEND, family circumstances, caring responsibilities, housing issues, or safeguarding concerns.

Support Approach

- Each pupil will have a **named trusted adult** in school who maintains regular contact and builds a relationship of trust.
- An **individual attendance plan** will be developed, setting out realistic steps towards improved attendance. This may include a phased return, adapted timetable, or reasonable adjustments.
- The school will provide or signpost to **pastoral and wellbeing support**, including counselling, mentoring, or external services where appropriate.
- For pupils with SEND, attendance support will be aligned with their **individual learning plan** or **EHCP**.

Collaboration

- The school will work closely with parents and carers, approaching conversations with empathy and seeking solutions together.
- We will engage external agencies (such as the Local Authority, CAMHS, social care, and voluntary organisations) through regular **Team Around the Family (TAF) or multi-agency meetings**.

Monitoring and Review

- Progress will be monitored in small, achievable steps, and successes will be celebrated with the pupil and family.
- The attendance plan will be reviewed regularly and adapted as circumstances change.
- Sanctions will only be considered where non-attendance is deliberate and without legitimate reason, and always alongside supportive measures.

Our aim is to remove barriers, provide early help, and ensure every pupil has the opportunity to access education in a way that meets their needs.

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

We recognise that pupils may experience absence from school as a result of **mental health needs, physical ill health, or issues related to their special educational needs and/or disabilities (SEND)**. In such cases, our approach is to provide understanding, flexibility, and targeted support to ensure the pupil remains engaged with their education and is supported to return to school.

Working with Families

- We maintain **open and empathetic communication** with parents and carers, ensuring they feel listened to and involved in planning next steps.
- We will request and consider **relevant medical or professional advice** (e.g., from a GP, consultant, CAMHS, or specialist teacher) to help inform our response.
- Parents and carers are partners in developing an **individual attendance or reintegration plan**, with regular review points to adapt support as needed.

Reasonable Adjustments and Provision

- Where appropriate, the school will make **reasonable adjustments** to the timetable, curriculum, or school day (for example: phased returns, part-time timetables, flexible start times, or access to a quiet space).
- For pupils with SEND, support will be aligned with their **SEN Support plan** or **Education, Health and Care Plan (EHCP)**.
- Learning will be provided in accessible formats during absence, which may include **work packs, online learning platforms, or virtual check-ins** with staff.
- Where long-term absence is required, the school will liaise with the Local Authority to arrange **alternative provision** or home tuition where appropriate.

Additional Support

- Pupils will be offered **pastoral and wellbeing support**, including access to a trusted adult, mentoring, or counselling if needed.
- We will work in partnership with external agencies such as **health professionals, social care, Educational Psychology, and voluntary organisations** to provide joined-up support.
- Staff will receive guidance and training to understand how health needs and SEND may impact attendance and engagement.

Our priority is to remove barriers, support wellbeing, and ensure every pupil—whatever their health needs or SEND - can access a meaningful education and feel a valued member of our federation community.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

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

We recognise that returning to school after a significant period of absence - whether due to illness, medical treatment, family circumstances, or other unavoidable reasons - can be challenging for pupils and their families. Our approach is to provide a **supportive, flexible, and personalised reintegration plan** to help pupils settle back into school life successfully.

Partnership with Families

- We work closely with parents and carers to understand the reasons for absence and any ongoing needs.
- We seek relevant advice from health professionals or external agencies where appropriate.
- Parents and carers are involved in planning the pupil's return and in regular reviews of progress.

Personalised Reintegration Plans

- A tailored reintegration plan will be developed in consultation with the pupil, family, and relevant staff. This may include:
 - **Phased return** to gradually build up time in school.
 - **Adjusted timetable** or flexible start/finish times.
 - **Modified curriculum** or workload to ease transition.
 - **Access to a safe or quiet space** in school if required.
- For pupils with SEND or medical needs, reintegration support will be aligned with their **SEN Support plan** or **Education, Health and Care Plan (EHCP)**.

Wellbeing and Pastoral Support

- A **named trusted adult** will check in regularly with the pupil.
- Additional pastoral support, counselling, or mentoring will be provided where appropriate.
- Staff will be made aware of the pupil's needs and strategies to support them effectively.

Monitoring and Review

- Progress will be monitored in small, achievable steps, with successes recognised and celebrated.
- Reintegration plans will be reviewed regularly and adapted as needed.
- Ongoing communication with families will ensure concerns are addressed promptly.

Our aim is to rebuild confidence, remove barriers, and ensure that every pupil can re-engage with learning and school life at a pace that is right for them.

8. Attendance monitoring

8.1 Monitoring attendance

The federation will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The federation will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the governing board.

8.2 Analysing attendance

The federation will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends

- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.3 Using data to improve attendance

The federation will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding leads and pupil premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the federation's strategy for improving attendance.

The federation will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the federation (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

Where a child falls into this category, we will issue a letter and from this closer monitoring of the pupil. If it continues, we may hold a meeting and if required act as mentioned within this policy.

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the executive headteacher. At every review, the policy will be approved by the full governing board.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- First Day Calling Procedure

Appendix 1: Attendance Codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination

X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention

		<ul style="list-style-type: none"> Remanded to youth detention, awaiting trial or sentencing, or Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: Parental Form for Requesting Absence



APPLICATION FOR LEAVE OF ABSENCE DURING TERM TIME			
Important information for parents – please read before completing this form			
<p><u>Working together to improve school attendance</u> advises all schools that they should only grant a leave of absence during term time in exceptional circumstances, considering each request on a case-by-case basis. If a leave of absence is granted, it is for the executive headteacher to determine the length of time the pupil can be away from school. Although we recognise the value and benefits of family holidays, it is unlikely a leave of absence will be granted for a family holiday as the Government ‘does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance’.</p> <p>Requests for leave must be made at least 2 weeks in advance, otherwise we will be unable to consider your individual circumstances, and the absence will be recorded as unauthorised. Headteachers are not obliged to reconsider authorising leave if an application is not made in advance.</p> <p>Our aim is for every pupil’s attendance to be 100% unless there are exceptional or unavoidable reasons for absence. If you require any support with ensuring your child’s attendance, please contact our executive headteacher.</p>			
I have read the above information and wish to apply for leave of absence from school for:			
Child’s Full Name:	Date of Birth:	Class:	
Parent/Carer Details (please list all parents)			
First Name:		Surname:	
Date of Birth:		Relationship to the child:	
Address and postcode:			
Telephone number:			
First Name:		Surname:	
Date of Birth:		Relationship to the child:	
Address and postcode:			
Telephone number:			
Siblings: Please provide the name of any siblings and the school that they attend			
Child’s Full Name:	Date of Birth:	School:	
Details of the absence			
Date of First day of absence:		Date of last day of absence:	

Total Number of days absent:		Expected date of return to school:	
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Please provide the reason for this request including supporting evidence:

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Please read the following statement and sign to indicate you understand this:

I would like to request the above absence. I understand that the federation strongly advises against taking unnecessary absence during term time and accept that this may have a detrimental impact on my child/ren's progress. I understand that a penalty notice may be issued if this request is denied, and my child is absent during this period. I understand that a fine will be payable per parent, per child.

I have read and understood Kirklees Council's information regarding penalty notices for absence from school and the action they may take. Please see <https://www.kirklees.gov.uk/beta/schools/penalty-notices.aspx> for more details.

Signed:		Full name:		Date:	
Signed:		Full name:		Date:	

To be completed by the school:

Date request received by the school:		Total number of days requested:	
Child's Name:	Application Authorised or Declined?		
Reason for school's decision:			
Headteacher:			
Signed:		Date:	

Appendix 3: Attendance Policy Quick Guide for Parents

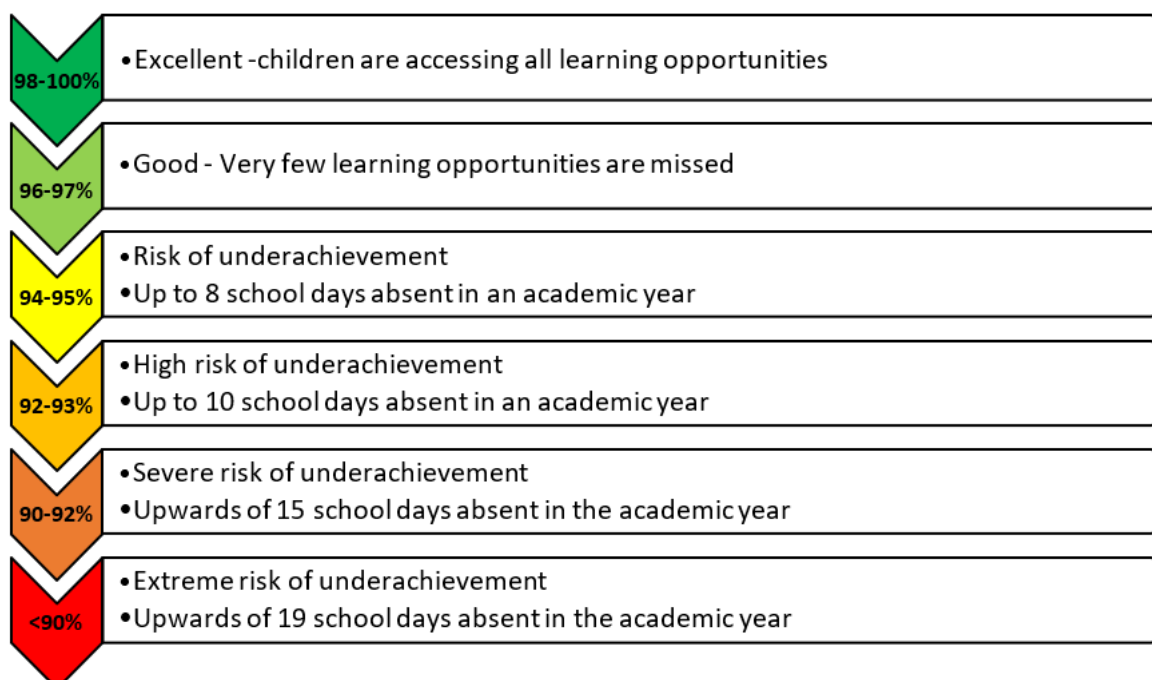
Attendance Policy Quick Guide for Parents

Please contact the school office before 9:00am and select option 1 if your child is going to be absent and on each day of their absence.

We expect pupils to attend school for 100% of the academic year. You can support your child to have excellent attendance by taking these steps:

- Ensure your child arrives on time for school every day and is ready to learn. Arriving after registration is recorded as an unauthorised absence. Pupils must be in school by **8:50am**.
- Avoid taking holidays during term time.
- If your child appears to be only slightly ill, send them in to school. We have staff who will contact you if their condition deteriorates.
- Book any medical appointments outside of school hours. If this is unavoidable, please book for as late in the afternoon as possible and inform the school of appointments in advance.
- Supply a copy of the appointment card or hospital letter if your child has an appointment during school hours.

If your child becomes reluctant to go to school or you need help, please contact the school immediately; we are more likely to be able to work together to solve any problems if we act early.



'On the day' absences: what should I do if my child is not 'fit' to go into school?

On each day your child is unfit to come to school, please report this absence using by ringing the school office, selecting option 1, before **9:00am** to let us know. In the message you must leave your child's full name, class and give the specific reason for absence. The information you give will be recorded on our official register.

Leave of Absence

There may be exceptional circumstances where you need to request a leave of absence for your child. Please use our 'Leave of absence request' form to make these types of requests. The form should be submitted at least 2 weeks in advance of the leave of absence to the school office:

Holme School – office@holmejschool.co.uk

Hinchliffe Mill School – office@hinchliffemillschool.org.uk

You will receive a letter in response, to advise if the request has been granted or declined.

Punctuality

Pupils are expected to arrive on time for school in the morning and for every lesson during the day. Your child is late to school if they are not in class by **8.55am**.

The Government remains very clear that no child should miss school apart from in exceptional circumstances and schools must continue to take steps to reduce absence to support children's attainment. We hope we can count on your support in this matter.

Please contact **the school office** if you require any support with ensuring your child's regular school attendance.