

## Attendance Policy

<b>Date agreed by Governing Body</b>	April 2026
<b>Review date</b>	April 2028
<b>Person(s) responsible for this policy</b>	Mrs S Knowles

Academic Year	Headteacher	Senior Attendance Champion (SLT)	Nominated Governor for Attendance	Chair of Governors
2025-28	Mr N Edensor	Mrs S Knowles	Miss S Watson	Mr A Scopes

<b>School Name</b>	Beeston Primary School
<b>Attendance Target</b>	96%
<b>School Opens At</b>	08:40
<b>Registers Close At</b>	09:10

Role / Agency	Name and role	Contact Details
<b>Headteacher</b>	N Edensor	0113 2716978 mainoffice@beestonprimary.org
<b>Senior Attendance Champion SLT</b>	S Knowles	0113 2716978 mainoffice@beestonprimary.org
<b>Attendance Team</b>	Mrs C Gahan Mrs L Singleton Mrs M Whittaker	0113 2716978 07891274264 attendance@beestonprimary.org
<b>Governor with responsibility for Attendance</b>	Miss S Watson	0113 2716978 mainoffice@beestonprimary.org
<b>Chair Of Governors</b>	Mr A Scopes	0113 2716978 mainoffice@beestonprimary.org
<b>School Attendance Service (SAS)</b>	Queries relating to attendance	0113 3785994 <a href="mailto:Schoolattendanceservice@leeds.gov.uk">Schoolattendanceservice@leeds.gov.uk</a>
<b>Elective Home Education (EHE)</b>	Queries around Elective Home Education	<a href="mailto:EHE@leeds.gov.uk">EHE@leeds.gov.uk</a>
<b>Children Missing Education (CME)</b>	Referrals for children missing education	0113 378 9686 <a href="mailto:CME@leeds.gov.uk">CME@leeds.gov.uk</a>
<b>Education Safeguarding Team</b>	Advice / Training / Safeguarding Audit	0113 3789685 <a href="mailto:estconsultation@leeds.gov.uk">estconsultation@leeds.gov.uk</a>



## **1. Introduction**

Beeston Primary School is committed to ensuring that every child attends school regularly and receives a full-time, high-quality education. Consistent attendance is essential for safeguarding, emotional wellbeing, social development and academic progress. It also promotes positive behaviour by helping pupils establish secure routines, build strong relationships and develop emotional regulation, all of which support calm, respectful and effective learning. When children are absent from school, they miss not only vital teaching but also the structure, security and social interaction that are fundamental to healthy development.

Our school vision, Engage, Enjoy, Enrich, Excel, reflects our belief that children achieve their best when they are fully involved in school life. Good attendance is the foundation of this vision. Children cannot fully engage in learning, enjoy their education, enrich their experiences or excel academically unless they attend school consistently. For this reason, we set high expectations for attendance and work in close partnership with families to ensure that every child is supported to succeed.

## **2. Statutory Framework**

This Attendance Policy is underpinned by the legal requirements of:

The Education Act 1996, which places a duty on parents to ensure their child attends school regularly.

The School Attendance (Pupil Registration) (England) Regulations 2024, which set out how registers must be kept and maintained.

The DfE Working Together to Improve School Attendance guidance, which became statutory from 19 August 2024 and sets clear expectations for schools, local authorities, trusts and parents.

These frameworks require schools to monitor attendance closely, identify concerns early, deliver appropriate support and escalate matters when necessary.

## **3. Aims**

This policy aims to:

Promote a culture that values attendance.

We want all pupils, families and staff to understand the importance of regular attendance and punctuality. Attendance is everyone's responsibility and is central to safeguarding and learning.

Identify concerns early.

We monitor attendance daily, analyse patterns weekly and use this information to identify concerns before they escalate.

Build strong relationships with families.

Improving attendance relies on trust, communication and partnership. We work with families to understand barriers and put supportive solutions in place.

Provide timely support.

We aim to intervene early, offering pastoral support, adjustments, referrals and practical help where needed.

Meet statutory requirements.

We ensure accurate registers, timely coding, consistent follow-up and appropriate escalation.

Reduce persistent and severe absence.

Persistent absence (below 90%) and severe absence (below 50%) significantly harm children's outcomes. We aim to prevent pupils reaching these thresholds and to support recovery where they do.

#### **4. Roles and Responsibilities**

##### **Governing Body**

Monitors attendance trends across the school.

Ensures leaders implement statutory guidance.

Challenges and supports the school to reduce absence.

##### **Headteacher**

The Headteacher has a statutory duty to ensure the school meets all legal attendance requirements, including maintaining accurate registers and implementing the DfE's attendance guidance. To support this duty, the Attendance Lead provides the Headteacher with weekly updated attendance data so that emerging issues can be identified quickly and appropriate action taken

##### **Attendance Lead**

Holds overall responsibility for the school's attendance strategy.

Promote a positive, whole-school culture in which attendance is everyone's responsibility.

Ensures systems, staffing and processes are effective.

Support staff training related to attendance expectations and process.

Lead escalation procedures, including formal letters and attendance panels, where support does not improve attendance.

Take part in Targeted Support Meetings and LA attendance support processes.

##### **Attendance Team**

Monitors attendance daily and contacts families promptly.

Oversees first-day calling, coding and data analysis.

Works closely with families, teachers and external agencies.

Build strong, trusting relationships with families to understand barriers to attendance.

Work jointly with families to remove barriers and agree support strategies.

Treat all pupils and families with dignity and respect, promoting positive engagement.

Monitor attendance daily, weekly, and termly to identify pupils or groups needing support.

Coordinates the school's Four-Stage Monitoring Process.

Track persistent (below 90%) and severe absence (below 50%) to ensure they receive early intervention.



Communicate clearly with families about expectations, concerns, next steps and the support available.

Implement timely early intervention when concerns appear.

Coordinate internal referrals (pastoral, SEND, safeguarding) and support plans.

Work with multi-agency partners (Early Help, health, wellbeing teams) where needed.

### **All School Staff**

Promote positive attendance through relationships and routines.

Record attendance accurately.

Share attendance concerns immediately with the Attendance Team.

Share safeguarding concerns immediately with the Safeguarding Team.

### **Parents/Carers**

Ensure their child attends school every day and arrives on time.

Contact school on the first day of absence, explaining the reason clearly, and continue to update the school each day that their child is unable to attend.

Work with the school to overcome barriers.

Avoid term-time holidays or unnecessary absences.

### **Pupils**

Come to school every day, ready to learn.

Talk to an adult if they are worried about anything affecting attendance.

## **5. Whole-School Culture**

Every adult in school contributes to creating a welcoming, safe and supportive environment where children want to attend. Attendance is not isolated from other aspects of school life. It is closely linked to:

Safeguarding

Behaviour and belonging

SEND support

Mental health and emotional wellbeing

Pastoral care

Quality teaching and curriculum engagement

## **6. Registers and Daily Attendance Processes**

Registers are taken twice daily: morning and afternoon.

Staff must use DfE-approved attendance codes consistently.

All unexplained absences are followed up using first-day calling.



The Attendance Lead ensures the register is complete, accurate and compliant with statutory requirements.

Reasons for absence must be provided by parents and assessed by the school; parents cannot self-authorise absences.

## **7. Managing Absence**

First Day of Absence

Parents must notify school before 8:40am.

If no message is received, school will attempt to telephone, text or contact the parent/carer via email.

If contact cannot be made and concerns arise, home visits or welfare checks may be carried out.

### **7a. Ongoing Absence**

If a pupil has repeated or patterned absences:

The school may request meetings with parents.

Support plans, pastoral input or learning adjustments may be put in place.

If necessary, the Attendance Lead may involve additional staff, the SEND team or Inclusion Team.

### **7b. Escalating Concerns**

Where absence continues:

School may involve the Local Authority Early Help Team.

Multi-agency targeted support may be arranged.

Additional monitoring and formal processes may be triggered (see Stage Process below).

## **8. Authorised Absence**

Absence may be authorised for:

Genuine illness.

Emergency medical or dental appointments.

Religious observance.

Exceptional personal circumstances (at the Headteacher's discretion).

Evidence may be requested to support authorisation.

## **9. Unauthorised Absence**

Absences are unauthorised when:

No reason is provided.

The reason is unsatisfactory.

A holiday is taken during term time.

A child arrives after registers close.

The school has concerns about the authenticity of the reason (e.g. repeated minor illness).

Repeated unauthorised absences may trigger Stage 3 or Stage 4 processes.

## **10. Term-Time Leave**

Head teachers may not grant any leave of absence during term time unless there are exceptional circumstances.

The Department for Education 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. Each request must be made in writing. Unauthorised leave may lead to:

A penalty notice.

Four Stage Monitoring Process escalation.

Local Authority involvement.

## **11. Support for Vulnerable Pupils**

We recognise that some children face greater challenges in attending regularly, including:

SEND needs.

Physical or mental health conditions.

Anxiety or trauma.

Social care involvement.

Family or housing instability.

For these pupils, we provide:

Pastoral support and check-ins.

Capacity-building programmes.

Personalised plans or timetables.

Reasonable adjustments.

External support referrals.

## **12. Personalised Curriculum Access Action Plans (PCAAP)**

The school works closely with families to support pupils experiencing difficulties and will explore appropriate support strategies. These reintegration plans may be used temporary where it is the child's best interest. These are:

Time-limited.

With a clear written plan and review dates.

Focused on reintegration to full time education within six weeks.

## **13. Local Authority Collaboration**

We work closely with the Local Authority to ensure children receive the support they need. This includes:

Targeted Support Meetings.

Attendance Support Team casework.

Early Help assessments.

Sharing information when children reach persistent absence thresholds.

Joint meetings with families.

## 15. Four-Stage Attendance Monitoring Process

The school implements a clear four-stage monitoring process that promotes strong home–school collaboration, provides escalating levels of support for families, and drives improvements in attendance. This structured system enables early identification of emerging issues, consistent communication, and timely intervention.

Stage	Description
<b>Stage 1 Initial Concern</b>	If a pupil's attendance falls below the school threshold of <b>96%</b> , an <b>Initial Concern</b> letter will be sent to parents/carers to highlight the importance of good attendance and to encourage early improvement.
<b>Stage 2 Ongoing Concern</b>	If attendance continues to remain below <b>96%</b> and further absences occur, an <b>Ongoing Concern</b> letter will be issued. Parents/carers will receive a telephone call requesting additional information to help school understand any barriers to regular attendance and also to discuss any tailored support that is necessary.
<b>Stage 3 Serious Concern and Monitoring</b>	If attendance shows little or no improvement, the pupil has <b>10 unauthorised absence sessions</b> , and attendance remains below the expected level, a <b>Serious Concern – Fast track</b> letter will be issued.  The pupil will begin a <b>4-week monitoring period</b> , during which <b>100% attendance</b> is required unless supported by medical evidence. After <b>20 school days</b> , if the pupil's attendance has not improved, parents/carers will be invited to a <b>School Attendance Panel</b> meeting. Following this meeting, attendance will be monitored for a further <b>20 school days</b> .
<b>Stage 4 Notice to Improve and Possible Referral</b>	If further unauthorised absences occur during the 20-day monitoring period, parents/carers will receive a <b>Notice to Improve letter</b> , and the child will be monitored for an additional <b>20 school days</b> . If unauthorised absences continue during this stage, the school may refer the case to the <b>Local Authority Attendance Team, and a Fixed Term Penalty Notice may be issued</b> . Parents/carers will be informed before any referral is made.

## 14. Legal Intervention

If support and staged monitoring do not lead to improvement, legal routes may be considered. These may include:

Parenting Contracts.

Fixed Penalty Notices.



Education Supervision Orders.

Prosecution (as a last resort).

These actions are always preceded by clear communication with the family.

## **16. Working Together**

We are committed to working in partnership with families. Open and honest communication is vital, and we encourage parents and carers to contact us at the earliest stage so that we can work together to remove barriers and find effective solutions. Our shared goal is for every child to attend regularly, feel safe and supported, and be fully ready to learn.

This policy shall be read in conjunction with the Beeston Middleton and Cottingley Cluster Attendance Policy, which provides the overarching framework for attendance expectations, escalation pathways, and partnership working across the cluster.