

Student Attendance and Punctuality Policy

Version 6

**This policy applies to New Collaborative Learning Trust
Primary Schools**



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1.0 Aims and Principles of Good Attendance

New Collaborative Learning Trust (NCLT) is committed to ensuring that every child attends school regularly, feels a sense of belonging and is able to achieve their full potential.

Research shows that there is a strong relationship between attendance, wellbeing, engagement and educational outcomes.

Regular and punctual attendance enables students to benefit fully from the academic, personal and social opportunities provided by the school.

- Parents and carers play a vital role in supporting good attendance and punctuality.
- The school will work in partnership with families to identify and remove barriers to attendance at the earliest opportunity.
- The school will promote a culture where every student feels safe, welcomed, valued and included.
- Good attendance will be encouraged, recognised and celebrated.
- Attendance concerns will be identified early and addressed through supportive and proportionate intervention.
- The school expects all students to attend regularly and aims for every student to achieve the highest attendance possible.

2.0 Statement of Expectations

What you can expect from each school:

- Promote positive and strong attendance and punctuality, investigating any unexplained and/or unjustified absence.
- Ensure attendance recognition systems will be inclusive and will celebrate improvement, resilience and engagement as well as high attendance.
- Work closely with parents/carers where a student's absence is cause for concern.
- Support students to achieve and understand the importance of good attendance and punctuality.
- Support students returning to school after prolonged absence.

We want parents and carers to:

- Ensure their child/children attend the school on time and every day, dressed in full uniform and ready to learn.
- Inform the school of any reason that will prevent their child/children from attending using the contact details below.
- Keep your emergency contact details up to date.
- Arrange medical appointments outside school hours wherever possible.
- Inform the school of appointments in advance and ensure your child attends before and/or after the appointment where possible.
- Avoid taking holidays during term time.
- Work in partnership with us to overcome barriers to attendance.
- Attend meetings and engage with support offered where attendance is a concern.
- Provide evidence for absences were requested by the school.
- Support your child to return to school promptly following illness or absence.

Anston Greenlands Primary	Telephone communication: 01909 550557 Email office@greenlandsprimary.org
Redscope Primary	Telephone communication: 01709 740350 Text message: 07520660192 <i>Important note for parents: Any absence messages emailed to the School will not be picked up.</i>
Thorpe Hesley Primary	Telephone communication: 0114 257 0153 <i>Important note for parents: Any absence messages emailed to the School will not be picked up.</i>

To ensure that they contact the School by the time stated below on **each day** their child is unable to attend and that their child returns to the School with a valid reason for absence.

School	Contact Time
Anston Greenlands Primary	9.00am
Redscope Primary	9.00am
Thorpe Hesley Primary	8.30am

3.0 **Registration**

- The law requires the register to be taken twice a day.
- Each day counts for two (am/pm) marks of attendance or absence.
- Tutors/Class Teachers take registers electronically at the time shown in the table below. A mark is added for every student present (/). Students who are absent are recorded as (N) no reason yet provided for absence. The attendance team will then proceed to investigate any absence for safeguarding reasons.
- Once a reason for absence is established, appropriate absence codes are recorded in the register.

School	Morning Session	Afternoon Session
Anston Greenlands Primary	8.50am	1.00pm
Redscope Primary	8.50am	12.30pm FS2 1.00pm KS1 1.30pm KS2
Thorpe Hesley Primary	8.40am KS2 8.50 Reception/KS1/ Nursery	12.00pm Nursery 1.00pm Reception, KS1 and KS2

Anston Greenlands Primary	If a student arrives after 9:00am a student will not receive their morning mark and will be coded as unauthorised (U). This will affect the student's attendance.
Redscope Primary	If a student arrives after 9:30 am a student will not receive their morning mark and will be coded as unauthorised (U). This will affect the student's attendance.
Thorpe Hesley Primary	In KS2, if a student arrives after 9:10 am they will not receive their morning mark and will be coded as unauthorised (U). This is 9:20 for students in Nursery, Reception and KS1. This will affect the student's attendance.

Appendix C provides the DfE attendance coding list.

4.0 Understanding Different Types of Absence

Only the school can certify absence as authorised or unauthorised, not parents.

This is why information about the cause of any absence is always required to ensure a student's attendance is correctly categorised.

4.1 Authorised absences

Authorised absences are mornings or afternoons away from the school for an acceptable reason. Illness will be reviewed according to the following criteria (but not exhaustive):

- Medical documentation
- Illness (that cannot be treated with over the counter medication)
- and/or medical/dental appointments, which unavoidably fall in the School Day, emergencies or other unavoidable reasons.
- Patterns of attendance/absence

See Appendix A for details regarding requesting a leave of absence and Appendix B for more information on absences for medical reasons.

4.2 Unauthorised Absences

Unauthorised absences are those, which the school does not consider to be reasonable and for which no leave of absence has been approved. This type of absence can lead to the local authority using sanctions and/or legal proceedings. This includes:

- Some minor illnesses may not prevent a child from attending school. Parents should consider NHS guidance linked in Appendix B and seek advice where necessary. *The School may request medical evidence where there are ongoing concerns regarding repeated absence.*
- Parents keeping children away from the school unnecessarily.
- Truancy before or during the School Day.
- Absence that has never been properly explained.
- Students who arrive in the school too late to receive their mark.
- Shopping, looking after other children, or birthdays.
- Day trips and holidays in term time that have not been agreed.

It is important to note that where a child's attendance level gives cause for concern the school may choose not to authorise any further absence(s), whatever the reason given unless supported by medical evidence from a medical professional.

Whilst most students will be away from the school because of illness, some individuals can be reluctant to attend.

Any such problems with irregular attendance are best resolved between the school, the student and parents/carers.

If a parent thinks their child is reluctant to attend the school, then we encourage the family to work with all involved to understand the root problem. When necessary, we engage the support of other agencies.

Mental Health and Attendance

We recognise that emotional wellbeing and mental health can affect attendance. The school will work with students and their families to understand barriers to attendance and will seek to provide support rather than encourage prolonged absence from education.

Absence related to mental health will be considered on an individual basis and may involve support from appropriate internal and external agencies.

5.0 Staff Roles and Responsibilities

All members of school staff have a role to play in improving attendance and reducing absence.

Class Teachers & Key Pastoral Staff

- Welcome and value the attendance of all students to lessons and link to progress.
- Will ensure all students are accurately registered.
- Will ensure that students know the register is being taken.
- Will identify student absence and take appropriate action.
- Will identify any absence trends or concerns and will raise these with the attendance champion.
- Will discuss absence and attendance weekly with students using the attendance tracker.
- Will identify any absence trends or concerns and raise these with the appropriate members of staff.
- Will work with identified students and their families, setting targets to improve attendance and monitoring progress towards those targets
- Will ensure that any absence notes or verbal messages are sent to the Reception.
- Will reward students for 100% attendance and those whose attendance improves.
- Will monitor absence and attendance of their cohort.
- Will undertake home visits where applicable.
- Will discuss attendance and absence in weekly meetings with the head of pastoral
- Will discuss absence and concerns with students, and where appropriate implementation an 'attendance support plan'
- Will contact parents/carers where attendance concerns have been identified
- Will support students to improve their attendance

- Will support in attendance meetings with students, parents/carers and other agencies
- Will promote attendance through the pastoral curriculum
- Will work with other members of staff to share information and support students and their parents/ carers to improve attendance.

Attendance Officer

- Will take the lead on raising the profile of attendance throughout the school, including improving attendance and reducing persistent absence.
- Will monitor absence and attendance regularly.
- Will undertake home visits daily where appropriate.
- Will identify any absence trends or concerns and will liaise with the appropriate members of staff.
- Will contact parents/carers where attendance concerns have been identified and provide support to improve their child's attendance.
- Will lead attendance meetings with students, parents/carers and other agencies
- Will monitor registration on a daily basis (attendance and punctuality) and ensure the appropriate registration marks are recorded accurately.
- Will receive calls and messages from parents/carers regarding student absence.
- Will contact parents/carers regarding student absence where no information is received for an absence (Please note the expectation is that parents/carers should make contact with the School). **This is for safeguarding reasons.**
- Will monitor students who are dual registered, including those students who are undertaking managed moves or alternative provision.
- Will provide data to the Headteacher, Senior Leaders and other relevant members of staff on a regular basis.
- Will issue attendance and punctuality reports to the wider team and other relevant staff on a daily and weekly basis.
- Will identify absence trends or concerns and raise these with the Attendance Team and Senior Leaders.
- Will support students to improve attendance.
- Will work with outside agencies, including Early Help and the Local Authority, where appropriate, to improve attendance of individual students.

Senior Leadership Team

- Will ensure the school attendance policy is implemented and regularly reviewed.
- Will ensure the whole school ethos promotes excellence in attendance and punctuality.
- Will monitor the curriculum to develop ways of improving the provision of educational experience.
- Utilise attendance data to inform strategic planning.

6.0 Response to Attendance Issues

- The School's action plan to improve attendance will be reviewed constantly.
- The School will identify and monitor students whose attendance gives cause for concern.
- Returns on persistent absences (90% and below) will be made to the Local Authority each half term.
- Appropriate strategies will be employed in order to address the attendance of individual students.

- Attendance data will be collected, analysed and monitored. The School will respond to any areas of concern identified.
- After an extended period of absence (5 or more days), re-integration procedures will be followed. This will include an initial consultation meeting with student and parent/carer and close monitoring by a key member of staff. A personalised programme of return may be considered if appropriate.

Home Visits

Schools may undertake home visits where there are concerns regarding a student's attendance, welfare or safety, where contact with parents/carers has not been successful, or where additional support is required to understand and address barriers to attendance.

Home visits will be conducted by key members of staff and form part of the school's safeguarding and attendance procedures. The purpose of a home visit is to work collaboratively with families, promote student welfare, verify a child's safety where necessary, and identify any support that may improve attendance and engagement with education.

Responding to Absence for Students accessing Alternative Provision (AP)

Where a student is educated through an Alternative Provision placement, the school retains overall responsibility for safeguarding, attendance monitoring and educational outcomes.

Attendance at Alternative Provision will be monitored regularly through close communication between the school, the provider, the student and their family (and the LA where appropriate). The school will ensure students accessing Alternative Provision receive appropriate support, remain connected to their school community and have clear plans for achieving positive educational outcomes.

Any attendance concerns arising within Alternative Provision will be followed up promptly and in accordance with the school's attendance and safeguarding procedures.

7.0 Statutory Requirements, the Law and the Local Authority

- The Education (Pupil Registration) Regulations 2006 have been replaced by the School Attendance (Pupil Registration) (England) Regulations 2024, which came into force on 19 August 2024. Section 7 of the Education Act 1996 states that parents/carers are responsible to ensure their child receives a suitable education.
- Under section 444 of the Education Act 1996, a parent who fails to ensure their child attends the school at which they are registered, is guilty of an offence.
- The school works in partnership with the Local Authority to support regular attendance. Where support has not led to improvement, legal interventions may be considered, including Attendance Contracts, Education Supervision Orders, Penalty Notices and prosecution under Section 444 of the Education Act 1996. These measures are intended to support improved attendance and ensure that children receive their entitlement to education.
- All sanctions are used to improve attendance and punctuality and reduce absence.

The School will follow the guidelines set out by the Local Authority below:

- A broad and balanced education that is dependent on regular attendance at the school.
- The encouragement and promotion of good attendance.
- Efficient and accurate recordings of attendances and punctuality.
- First day contact with parents when a student fails to attend the School.
- Any barriers to attendance are dealt with efficiently.
- Close liaison with the attendance team to assist and support families where needed.
- Notification to parents/carers of attendance through reports and letters home.
- When a student's attendance raises a cause for concern, parents/carers will be notified of this concern via the Local Authority letter (Attendance Pathway letter 1) and a meeting scheduled with appropriate professionals in the School, to plan for improvement. Early Help will be offered at this time.
- Where a student's attendance continues to raise cause for concern, parents/carers will receive a letter inviting them to meet with appropriate professionals in the school, to plan for improvement (Attendance Pathway letter 2) and Early Help will be offered. Before formal escalation, the school will seek to understand barriers to attendance through discussion with parents, students and relevant professionals. An attendance support plan may be implemented which identifies barriers, agreed actions, support available and review dates.
- Where absence continues to be an issue, parents/carers and students will be notified by letter that the matter will be referred to the Local Authority School's Attendance Pathway, LASAP (Attendance Pathway letter 3). A further meeting will be arranged with Local Authority representatives, legal representatives, the Attendance and Welfare Officer, a senior leader and other professionals that may support improvement.
- A student becomes a Persistent Absentee (PA) when they miss 10% of their schooling across the academic year, for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we require parents/carers full support and co-operation to tackle this. Any student whose attendance has reached the PA threshold or is at risk of moving towards this, is given priority for intervention. This can include personal action plans, referrals to other agencies and implementing the Attendance Pathway (above).

- The school recognises and celebrates positive attendance, punctuality and improvements in attendance. Recognition may include postcards, certificates, school events and other appropriate rewards. The school will ensure that attendance recognition is inclusive and takes account of individual circumstances, recognising effort, improvement and commitment to learning as well as high levels of attendance.
- The school has a duty to identify, investigate and report children who are missing education. Where a student's whereabouts are unknown, or they fail to attend without explanation, the school will undertake reasonable enquiries and notify the Local Authority where appropriate. Children missing education are recognised as potentially being at greater risk of safeguarding concerns.

Attendance and Safeguarding

The school recognises that attendance is a safeguarding matter and that unexplained, persistent or severe absence may be an indicator of unmet need, vulnerability or risk of harm. The school will work collaboratively with families and external agencies to identify, understand and remove barriers to attendance at the earliest opportunity.

Consideration will be given to students who may be more vulnerable to poor attendance, including:

- Students with Special Educational Needs and Disabilities (SEND);
- Students with medical or mental health needs;
- children with a social worker;
- looked after children and previously looked after children;
- young carers;
- Students receiving Early Help support;
- Students experiencing bereavement, family crisis or other significant life events;
- Students at risk of suspension, exclusion or disengagement from education.

The school will consider whether absence may indicate:

- safeguarding or child protection concerns;
- child criminal exploitation (CCE) or child sexual exploitation (CSE);
- mental health or emotional wellbeing needs;
- bullying, peer relationship concerns or discrimination;
- unmet SEND needs;
- domestic abuse, neglect or family difficulties;
- risks associated with children missing education (CME).

Where attendance concerns arise, the school will seek to understand the individual circumstances of the child and family and provide appropriate support. Where necessary, concerns will be referred to the Designated Safeguarding Lead, Director of Attendance and/or Director of Safeguarding and managed in accordance with the ***Trust Safeguarding & Child Protection Policy*** which can be found on the [trust website](#).

Students with SEND and Additional Needs

Academies recognise that some students face additional barriers to attendance because of SEND, medical needs, neurodiversity, anxiety, mental health needs or disability.

Attendance concerns relating to students with additional needs will be considered on an individual basis. Reasonable adjustments and appropriate support will be considered before formal attendance procedures are implemented.

The school will work with families and external agencies to identify barriers and develop support plans designed to improve attendance. We recognise that emotional wellbeing and mental health can affect attendance. The school will work with students and their families to understand barriers to attendance and will seek to provide support rather than encourage prolonged absence from education.

Absence related to mental health will be considered on an individual basis and may involve support from appropriate internal and external agencies.

Additional information relating to SEND can be found in the ***Special Educational Needs & Disability (SEND) Policy Schools and Supporting Pupils and Students with Medical Conditions Policy*** which can be found on the [Trust website](#).

Appendix A: Holidays & Requests for leave of absence

1. A request of leave of absence should be collected from the School reception in time for the request to be considered well before the discussed period of absence.
2. Parents are strongly advised not to finalise any booking arrangements before receiving the School decision regarding the request.
3. The School cannot authorise leave of absence unless the request is received before the period of absence begins. Requests for leave of absence will only be considered where exceptional circumstances apply. Examples of circumstances that may be considered exceptional include, but are not limited to:
 - Attendance at the funeral of a close family member and, where appropriate, a reasonable period associated with bereavement support.
 - Time to visit seriously ill relatives.
 - For recognised religious observance, with the school determining the appropriate period of absence required.
 - Families of service personnel where returning from deployment or operational duties significantly limits opportunities for family time during school holidays. Leave for families who may need time to recover from trauma or crisis.
4. The Principal/Headteacher will determine whether the circumstances are exceptional and whether leave can be authorised. The Department of Education (DfE) makes it clear that the schools may not grant leave of absence in term time unless there are exceptional circumstances. The School will determine the number of school days a child/student can be away from school, if leave is granted.
5. There is no automatic right to leave in term time.
6. We understand the challenges that some parents face when booking holidays, particularly during school holidays. However, we believe that in order to ensure children receive the best education and prospects and in line with DfE guidance students should be in school during term time.
7. Each case is considered individually and on its own merits. The School will take account of:
 - Exceptional circumstances stated.
 - The stage of the child's education, progress, and the effects of the requested absence.
 - The current and previous attendance pattern of the child

Appendix B: Medical Appointments and Illness

- Ensure your child attends before/following the appointment. School is open from 8.00am. Inform the school office of the appointment. Students will leave via reception.
- Ensure your child returns to school after the appointment through reception even if it is for the last part of school, the student will still receive their mark and can collect any homework or catch-up work.
- Where a medical appointment only requires a student to be absent for part of the day, the school expects them to attend before and/or after the appointment. Where a student is absent for the whole day, the school may request further information to establish why a full day's absence was necessary.
- Try to ensure regular appointments e.g. orthodontist, are arranged during the school holidays or after school where possible.
- Whilst some medical appointments are unavoidable, any time away from lessons may affect learning and progress. We therefore encourage families to minimise disruption to education wherever possible.
- Please obtain proof of medical appointments. The school may request evidence of a medical appointment. Where evidence is requested and not provided, the absence may not be authorised. Examples of evidence include an appointment letter, text confirmation, appointment card or other evidence provided by the healthcare professional.
- The school works with health professionals and external services, where appropriate and with consent, to ensure the right support is in place for students.
- Whilst some medical appointments are unavoidable, time away from lessons can affect learning and progress. We therefore encourage families to minimise disruption to education wherever possible.
- Talk to the School Health and Mental Health Lead Practitioner or Attendance Officer about medical help offered in the school. You may not be aware that medication can be administered and stored securely at the school for your convenience.

The school can provide additional NHS guidance on managing common childhood illnesses and minor health concerns. The NHS: **Is my child too ill for School?** <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/> can provide parents with guidance on common illnesses such as:

- Fever
- Coughs and colds
- Chickenpox
- Hand, Foot and Mouth Disease
- Conjunctivitis
- Sickness and diarrhoea

Appendix C – DfE attendance coding list

Register Code	Description
Attending the School	
/	Present at School Morning Session
\	Present at School Afternoon Session
L	Late arrival before the register is closed
Attending a place other than the School	
K	Attending education provision arranged by the local authority
B	Attending any other approved educational activity
W	Attending work experience
P	Participating in a sporting activity
V	Attending an educational visit or trip
Absent: Leave of Absence	
I	Illness (not medical or dental appointment)
M	Leave of absence for the purpose of attending a medical or dental appointment
R	Religious observance
S	Leave of absence for the purpose of studying for a public examination
T	Parent travelling for occupational purposes
E	Suspended or permanently excluded
C	Leave of absence for exceptional circumstance
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
C2	Leave of absence for a compulsory school age Student subject to a part-time timetable
D	Dual registered at another School
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
P	Participating in a sporting activity
Absent: Unauthorised Absence	
G	Holiday not granted by the school
U	Arrived in school after registration closed
O	Absent in other or unknown circumstances
N	Reason for absence not yet established
Absent: Unable to attend school because of unavoidable cause & Administrative Codes	
X	Non-compulsory school age pupil not required to attend school
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as Student is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause
Z	Prospective pupil not on admission register
#	Planned whole school closure

Equality Impact Assessment (EIA)

Name of the policy: Attendance & Punctuality Policy - Primary

Date of Review: 18.09.2026

This **EIA** is completed to assess the impact of a policy, procedure or practice on people with protected characteristics and to demonstrate that the Trust has considered the aims of the Public Sector Equality Duty (PSED).

Could the policy have a differential impact on stakeholders with protected characteristics?

The **Protected Characteristics** are:

- Sex
- Race
- Religion or Belief
- Sexual Orientation
- Pregnancy and Maternity
- Age
- Disability
- Marriage and Civil Partnership
- Gender Reassignment; or
- Other potentially vulnerable groups.

Protected Characteristic	Impact (P = Positive, N = Negative)	Reason
Sex	P	Policy applies equally to all students. Attendance improvement relates to all students regardless of sex.
Race	P	Policy applies equally to all students. Attendance improvement relates to all students regardless of race. R coding applies to ensure that students have access to 1 day of religious observance as outlined in DfE guidance.
Religion or Belief	P	The policy recognises and supports students' rights to observe significant religious events through the appropriate use of attendance codes and consideration of individual circumstances.
Sexual Orientation	P	The policy applies consistently to all students regardless of sexual orientation and aims to improve attendance, educational outcomes and wellbeing for all.
Pregnancy and Maternity	P	The policy supports reasonable adjustments and individualised attendance planning where required for students who are pregnant or have caring responsibilities, helping them maintain access to education.
Age	P	The policy is designed to promote regular attendance and engagement for all students within the age range of the school, ensuring equitable access to education.
Disability	P	The policy recognises that some disabilities or medical conditions may affect attendance and allows for reasonable adjustments, support plans and consideration of individual needs in line with statutory guidance.
Marriage and Civil Partnership	P	The policy does not disadvantage any individual on the basis of marriage or civil partnership status and is applied consistently to all stakeholders.
Gender Reassignment	P	The policy applies equally to all students and promotes an inclusive environment. Attendance procedures are implemented fairly and without discrimination.
Other potentially vulnerable groups.	P	The policy supports early identification, intervention and tailored support for vulnerable groups, including disadvantaged students, young carers, children in need, looked after children, previously looked after children and those experiencing barriers to attendance. This helps improve engagement, safeguarding and educational outcomes.

Equality Declaration

The policy holder stated below has taken all reasonable efforts to give due regard to any impact this policy or practice has on people with protected characteristics. Where a negative impact has been highlighted above any further actions taken are shown below.

Detail of any specific actions taken to reduce any impact highlighted above (if required)

Policy Holder Title

Lorraine Yates

Date

18.09.2026