Abbey Multi Academy Trust

Policies & Procedures

Attendance Policy

Approved on	1st September 2026
Approved by	Abbey MAT Board of Trustees
Next review due	30th September 2027

In Partnership to
Educate, Nurture and Empower

Attendance Policy

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This policy incorporates sections from the Leeds Children's Services model Attendance Policy, and such sections are the intellectual property of Leeds City Council.

School opens at:	8.40am
Registers close at:	9am
School Attendance Target:	96%

Contact List 2026

Role / Agency	Name and role	Contact Details
Headteacher/Principal	Sam Collier Headteacher	head@ccuaprimary.co.uk
Senior Attendance Champion	Emma Crimlis Inclusion & Attendance Lead & SENDCo	ccua-send@ccuaprimary.co.uk
Attendance Team	Emma Crimlis Inclusion & Attendance Lead & SENDCo Kasia Briggs Learning Mentor	ccua-send@ccuaprimary.co.uk ccua-attendance@ccuaprimary.co.uk
Governor with responsibility for Attendance	Sue Furniss	sfurniss@ccuaprimary.co.uk
Chair Of Governors	Sarah Coltman	scoltman@ccuaprimary.co.uk
School Office	Raimonda Sukliene	office@ccuaprimary.co.uk
School Attendance Service (SAS)	Queries relating to attendance	0113 3785994 Schoolattendanceservice@leeds.gov.uk
Elective Home Education (EHE)	Queries around Elective Home Education	EHE@leeds.gov.uk
Children Missing Education (CME)	Referrals for children missing education	0113 378 9686 CME@leeds.gov.uk
Education Safeguarding Team /	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk

Please email ccua-attendance@ccuaprimary.co.uk to report an absence or call 01132638606.

2.Policy Statement

CHRIST CHURCH UPPER ARMLEY PRIMARY SCHOOL seeks to ensure that all its pupils receive an education which enables them to reach their full potential. There is a strong link between good attendance and increased attainment. Pupils who regularly attend school make much better progress socially and academically. Regular attendance enables pupils to adapt better to routines, schoolwork, and friendship groups.

CHRIST CHURCH UPPER ARMLEY PRIMARY SCHOOL aims to work in partnership with parents and other agencies to ensure that every child can get the best out of the educational opportunities provided.

By working in partnership with parents and other agencies, we ensure that we have clear and robust strategies in place to manage and promote regular attendance for all students at CHRIST CHURCH UPPER ARMLEY PRIMARY SCHOOL

We are committed to a whole school approach to attendance and a partnership relationship with parents and carers.

This attendance policy is part of a broader suite of safeguarding policies and should not be viewed in isolation. Safeguarding policies include the Child Protection Policy, Anti-bullying policy and behaviour policy.

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3. The Impact of Poor Attendance

The table depicts how many lessons are missed when your child is absent from school. The minimum expectation for all children is to attend school at least 97% of the time.

Attendance During One School Year	Equivalent Days	Equivalent Weeks	Equivalent Lessons Missed
95%	9 Days	2 Weeks	54 Lessons
90%	19 Days	4 Weeks	114 Lessons
85%	29 Days	6 Weeks	174 Lessons
80%	38 Days	8 Weeks	228 Lessons

If your child has 80% attendance throughout their school career by the time they finish school, it will be the equivalent of missing a whole year.

4. Aims of the Policy

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- To emphasise the importance of attendance and the link between good attendance and high attainment.
- Reducing absence, including persistent and severe absence.
- Ensuring every pupil has access to the full-time education to which they are entitled.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- Building strong relationships with families to ensure pupils have the support in place to attend school.
- A Rewards and Recognition programme is operated that recognises good attendance and pupils who strive to improve their attendance.
- Parents, carers and pupils are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality.

5. Legislation & Guidance

4.1 This policy is based on the Department for Education's guidance, Working together to improve school attendance: July 2026

5.2 The Education Act 1996 states that:

- All pupils of compulsory school age receive a suitable full-time education by regular attendance at school or otherwise.
- The Local Authority must provide school places to parents who wish their children to be educated at school.
- The school must complete attendance registers at the beginning of the morning session and during the afternoon session.
- The school must report to the Local Authority pupils who are absent for more than ten days without explanation.
- The Local Authority has a duty to ensure that parents fulfil their legal responsibilities.
- Failure by parents to ensure the regular attendance at school of a registered pupil is an offence punishable by law.

Education Act 1996 (legislation.gov.uk) - Part 6
Education Act 2002 (legislation.gov.uk) - Part 3

6. Partnership Expectations

What the school expects of our pupils
That pupils attend regularly on time and ready to learn
Pupils are prepared for the day with appropriate equipment, including their planners.
Pupils arrive appropriately dressed, in accordance with the school uniform policy.
Pupils who arrive after registration time report to the office
Pupils tell a member of staff if there is any problem which may prevent them from attending school
What the school expects of parents/carers
Ensure that their children attend school regularly and on time to fulfil their legal responsibility
Notify school daily of any absence, unless signed off with a medical certificate.
Complete a request form for absence in term time for **exceptional** circumstances
Supply medical evidence when required
Ensure all parental and child contact details are up to date
Provide school with two emergency contact details
Speak to relevant members of staff if they know of any problem which may prevent their child/ren from attending
What the parents/carers can expect from the school
A broad, balanced education
Encouragement and rewards for good attendance and punctuality at school
Prompt action when a problem has been identified
Efficient and accurate recording and monitoring of attendance
Contact with parents and carers on the first day when absence is unexplained
Liaison with officers from the Local Authority from a variety of teams to assist and support families where needed
Regular communication with parents and carers

7. Attendance Procedures

Registration

- CHRIST CHURCH UPPER ARMLEY PRIMARY SCHOOL is open from 8.40am
- The school will take attendance registers twice daily, once in the morning session and once in the afternoon session. Registers will be taken at the same time for all pupils within each session in accordance with statutory guidance.
- Morning registration is at 8.50am.
- Pupils should be in their designated form room ready for registration.
- Class teachers will enter a present mark (/) on the register for each pupil present and an 'N' code for any pupil not present, whose whereabouts are unknown.
- The afternoon register is taken at the start of the afternoon session: Reception 12.30pm; KS1 by 1pm; KS2 by 1.15pm.

Responding to lateness

- Pupils arriving in the classroom after 9am when the register has been taken are deemed to be late and will be marked with an L code.
- After 9.30am the register will close and the pupil is deemed to be late/absent. Any pupil arriving in school after these times will be marked U. In case of emergency the register shows the pupil is on the premises, but they will not receive a present mark toward their overall attendance.
- Parents/carers will be contacted by school if their child is persistently late.

Responding to absence

- The school recognises that absence is often a symptom of wider needs or barriers. Before considering legal intervention, the school will work with pupils and families to understand the reasons for absence and identify appropriate support. Interventions will be individualised and proportionate to the circumstances of the child and family.
- Repeated absences will lead to detailed monitoring by the school attendance staff.
- Targets for improvement will be clear and communicated to pupil and parent or carer.
- School will organise support to remove barriers to regular attendance.
- School will organise meetings with parents or carers to review and improve attendance.
- If attendance does not improve, school will refer to the local authority for legal action.

Remote Education and Reintegration

The school recognises that pupils benefit most from attending school in person. Remote education is not an alternative to attendance and will only be considered where a pupil is unable to attend school due to exceptional circumstances.
Where remote education is provided, the school will work with the pupil, parents/carers and relevant professionals to ensure that:

- attendance at school remains the long-term objective;
- remote education forms part of a planned package of support;
- reasonable adjustments and other support measures have been considered where relevant;
- a clear reintegration plan is agreed, reviewed regularly and focused on securing a return to full-time education as soon as appropriate;
- safeguarding arrangements remain effective throughout any period of remote education.

Working with the Local Authorities School Attendance Service

- School works in partnership with the statutory School Attendance Service to devise a strategic approach to attendance through Register Checks and Targeted Support Meetings.
- The Senior Attendance Champion and the Attendance Team will meet with an Attendance Improvement Officer from the School Attendance Service when required, to discuss and improve attendance for persistently absent or severely absent pupils.
- Action plans will be developed for persistently and severely absent pupils.
- If parents/carers do not proactively engage with support offered through the action plan, then formal legal intervention may be requested from the School Attendance Service.
  Statutory intervention can include:

- Penalty Notices
- Parenting Order
- Education Supervision Order
- Prosecution

New National Penalty Notice Framework

The Department for Education introduced new guidance on the 19th of August 2024 which states that schools must consider a penalty notice for unauthorised term time leave and irregular attendance at school.

As stated earlier in the policy, school is not able to authorise term time holidays and any unauthorised leave of 10 sessions (5 school days) is likely to result in a fixed penalty notice being issued.

School may also issue fixed penalty notices for irregular attendance. In accordance with the new National Penalty Notice framework, schools must

consider a penalty notice for 10 unauthorised sessions within a rolling 10 school week period of time. Prior to a fine being issued, school will work with families to improve attendance and will issue a 'Notice to Improve' warning letter.

Further details can be found in appendix .2.

8. Reporting & Recording Absence

First Day Reporting Procedures

It is the responsibility of parents/carers to inform the school, with a valid reason, by TIME on the first day of their child's absence. If by TIME the school has not been notified, the school will attempt to contact the parent/carer, normally by sending a text message, to the first priority contact. If there is no response the school will make a second attempt to contact the parent/carer and/or may undertake a home visit.
Parents are expected to contact the school every day the pupil is absent unless a medical note is received.
Evidencing Absence
We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

Medical evidence will only be requested where there is a genuine and reasonable concern regarding the authenticity of an illness, where absences are frequent or prolonged, or where evidence would assist in identifying appropriate support or reasonable adjustments for a pupil. The school will not routinely require medical evidence for every illness absence.

If the school is not satisfied with the authenticity of the illness, the absence will be recorded as unauthorised.

Children Unwell During the School Day

If a student is unwell during the school day, they must speak to a member of staff who will assess if they need to go home or if support can be provided in school. Students are not allowed to leave school without prior permission and dependent on the age/vulnerability of the student, they may need to be collected by an adult. If a child is so unwell that they cannot stay at school, it is likely that school will insist on the child being collected to ensure their safety. If it is agreed between school and the parent/carer that the child needs to go home we will ask them to stay in class wherever possible, so they can be supervised, until the designated adult arrives to collect them.

Dealing with Absence

The school takes its duty to safeguard the welfare of all its children seriously. Unexplained absences and a lack of contact from parents/carers may cause concern and lead to the involvement of other agencies such as social services as deemed appropriate by the lead professions.

Leave of Absence during Term Time

The Government has issued clear guidance that Head Teachers may only authorise a leave of absence during term time in **exceptional circumstances.** Parents do not have any entitlement to take their children on holiday during term time. Any applications for such leave must be made 3 weeks in advance and give full details of why the parent/carer believe the circumstances are exceptional. Unauthorised leaves of absence may result in a fine, which is administered by the Local Authority.
Requests for Absence forms can be collected from the school office. Alternatively, parents/carers may email ccua-attendance@ccuaprimary.co.uk requesting a copy of the form is emailed to them. This must be returned, signed to the school office.

Authorised absence

Authorised absence is defined as:

- Genuine illness
- Medical or dental appointment (where possible routine appointments should be arranged out of school time)
- Bereavement – (Headteacher's discretion)
- Religious observance (The day must be exclusively set apart for religious observance by the religious body to which the parents belong)
- Approved leave in term time where there are exceptional circumstances, as agreed by the Headteacher.
- The pupil has a local authority license to take part in a public performance and the school has granted leave of absence

Unauthorised absence

Unauthorised absence is defined as:

- Being late after the registers have closed - 'U' code
- Staying at home to care for younger children or sick relatives
- Going shopping or having a haircut
- Where no explanation is offered by the parent or carer
- Where the school is not satisfied with an explanation offered
- Special occasions e.g. birthdays/weddings
- Holidays/leave in term time
- Taking the rest of the day off before or after a medical appointment
- Translating for family members
- Visiting sick relatives
- Exceptional term time leave longer than agreed by the Headteacher

9. Children Missing Education (CME)

A child who is absent as well as missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2016) and follow the Leeds Children's Services LA procedure and contact: cme@leeds.gov.uk. Tel: 0113 3789686

10. Roles and Responsibilities

Headteacher

The Head is responsible for:

- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping children Safe in Education 2026. Keeping children safe in education 2026 (comes into force from 1 September 2026)
- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)
- Ensuring every member of staff knows and understands their responsibilities for attendance.
- Ensuring accurate completion of admission and attendance registers.
- Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and whole school attendance.
- Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Ensuring all staff are aware of any potential safeguarding issues, ensuring joint working between the school, Children's Social Work Services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.
- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring and analysing data and trends.
- Reporting to the Governing Body and Trusts the attendance figures and progress to achieving the set targets.
- Reminding parents of their commitment to this policy.
- Building and modelling respectful relationships with staff, pupils, families, and other stakeholders to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.

- Sharing information on and working collaboratively with other schools in the area/cluster, LAs, and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.
- The school will be particularly mindful of pupils whose attendance is affected by mental health needs, medical conditions or special educational needs and disabilities (SEND). The school will consider reasonable adjustments under the Equality Act 2010 and, where appropriate, phased returns and other supportive measures before considering alternative arrangements.

10.2 The Senior Attendance Champion

The School Attendance Champion is responsible for:

- Implementing the policy with the Head.
- Offering a clear vision for attendance improvement.
- Championing and improving attendance.
- Ensuring the practice that is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes
- Oversight of data analysis -
    - Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes, raising concerns with other agencies like children's social care and early help services which are working with families.
    - Robust school systems are in place which provide useful data at cohort, group, and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
        - children who have a social worker including looked-after and previously looked after children
        - young carers
        - children who are eligible for free school meals
        - children who speak English as a second language
        - children who have special educational needs and disabilities
        - children with mental health needs
        - children at risk of persistent or severe absence

    - Keeping the Head and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures.
    - Compiling attendance data for the Head, the Governing Body and the Local Authority.

- Ensuring a positive working relationship with the School Attendance Service is fostered, including attending Attendance Targeted Support Meetings.
- Communicating messages to pupils and parents.
- If required, holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.

10.3 Teaching staff

Teaching staff are responsible for:

- Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance.
- Implementing the policy and ensuring it is applied fairly and consistently.
- Ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date.
- Reviewing class and individual attendance patterns.
- Informing the school attendance champion/line manager of any concerns.
- Emphasizing with pupils the importance of punctuality and good attendance.
- Reminding parents of their commitment to this policy.
- Building respectful relationships with staff, pupils, families, and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Communicating openly and honestly with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or who are persistently or severely absent to discuss attendance and engagement at school.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Modelling respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:
  - treat pupils with dignity
  - build relationships rooted in mutual respect and observe proper boundaries

    - take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
    - handle confidential information sensitively
    - understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity
    - communicate effectively with families regarding pupils' attendance and well-being
- Rehearse and reinforce attendance and punctuality expectations continually.
- Emphasize the importance of attendance and its impact on attainment.
- Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom.
- Promote rewards and celebrate progress but continue to outline sanctions.
- Apply rewards and sanctions consistently.
- Follow up on absence and lateness with pupils to identify barriers and reasons for absence.
- Contact parents and carers regarding absence and punctuality.
- Review form or tutor group attendance weekly to share data, identify issues, intervene early, and help set targets.
- Periodically review practice and consistency both across and between departments.
- Proactively promote attendance practice as part of staff induction.
- Consider the individual needs and vulnerabilities of pupils.

10.4 Attendance Teams, Heads of Year and Pastoral Staff

Attendance Teams, Heads of Year and pastoral staff are responsible for:

- Ensuring the recording of attendance and absence data is accurate.
- Ensuring robust day-to-day processes are in place.
- Tracking and following up absence and poor punctuality (implement punctuality routines such as late gate or sign in procedures).
- Providing appropriate support and challenge to establish good registration practice.
- Carrying out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding.
- Identifying any absences that are not explained for each session and contacting parents to understand why, and when the pupil will return to school.
- Where absences are recorded as unexplained in the attendance inputting the correct code as soon as the reason is ascertained, but no later than 5 school days after the session.

- Keeping parents informed on a regular basis of their child's attendance and absence record (this should be communicated to parents in an easy-to-understand format and percentage headlines should be avoided. For example, concentrate on the amount of time missed and the impact on the pupil's learning).
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identifying pupils who need support from wider partners as quickly as possible and making the necessary referrals.
- Undertaking home visits in line with safeguarding responsibilities to engage families and ensure children are safe.
- Identifying and, where possible, mitigating potential barriers to good attendance in liaison with families and relevant support agencies.
- Implementing children missing education (CME) procedures when appropriate.
- Where pupils have additional vulnerabilities, which may require multi-agency meetings trying to arrange those meetings outside of lesson time, where possible.

For pupils at risk of persistent absence

- Providing regular attendance reports to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes.
- Initiating and overseeing the administration of absence procedures.
  This should include:
  - letters home
  - attendance clinics
  - engagement with local authorities and other external agencies and partners
  - working with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and finding methods that work and are understood
  - consideration as to whether further interventions are required in line with the statutory guidance on parental responsibility measures
  - providing regular reports to leaders on the at-risk cohort
  - providing regular reports/caseloads to local authority attendance team or independent attendance organisations to raise awareness of emerging at-risk pupils

For pupils who are persistently absent

- Developing and implementing persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines.

- Identifying tailored intervention which meets the needs of the pupil.
- Leading daily or weekly check-ins to review progress and impact of support, make regular contact with families to discuss progress.
- Liaising with school leaders (designated safeguarding, SENDco and pastoral leads) on referrals to external agencies and multi-agency assessments.
- Coordinating and contributing to multi-agency meetings to review progress and agree on actions.
- Working in partnership with School Attendance Service and other agencies to ensure the appropriate use of statutory parental responsibility measures.
- Providing regular reports to leaders on the impact of action plans and interventions.

11. Rewards and Incentives

- Individual rewards are issued to children who show an excellent level of school attendance within a week, 100% is the target. Each week, two children from each class within this category are selected to receive a reward with their name also being published in the weekly celebration message.
- Ad hoc incentives are offered for children based on differing criteria such as highest attendance over a 4-week period or most improved attendance. Rewards could include online shopping vouchers and books.

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
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
K	Attending education provision arranged by the LA	Pupil is attending an approved educational activity
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
C1	Leave of absence	Pupil is in a performance or regulated employment abroad
C2	Leave of absence	Pupil subject to part time timetable
E	Excluded	Pupil has been excluded but no alternative provision has been made
I	Illness	School has been notified that a pupil will be absent due to illness

J1	Interview	Pupil has an interview with a prospective employer/educational establishment
M	Medical/dental appointment	Pupil is at a medical or dental appointment
Q	Lack of access arrangements.	Pupil is unable to attend school because of lack of access arrangements
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveler absence	Pupil from a traveler community is travelling, as agreed with the school
X	Non-compulsory school age	Pupil not required to attend school as agreed in advance with the school
Y1	Unable to attend due to transport normally provided not been available	The pupil is unable to attend because the school is not within walking distance of their home and the transport to and from the school that is normally provided for the pupil by the school or local authority is not available
Y2	Unable to attend due to widespread travel disruption	The pupil is unable to attend the school because of widespread disruption to travel caused by a local, national, or international emergency
Y3	Unable to attend due to part of the school premises being closed	Part of the school premises is unavoidably out of use and the pupil is one of those that the school considers cannot practicably be accommodated in those part of the premises that remain in use.
Y4	Unable to attend due to the whole school site being unexpectedly closed	Where a school was planned to be open for a session, but the school is closed unexpectedly (e.g. due to adverse weather), the attendance register is not taken as usual because there is no school session. Instead, every pupil listed in the admission register at the time must be marked with code Y4 to record the fact that the school is closed.

Y5	Unable to attend as pupil is in criminal justice detention	The pupil is unable to attend the school because they are: • in police detention, • remanded to youth detention, awaiting trial or sentencing, or • detained under a sentence of detention. A pupil's absence should be recorded under code Y7 (Unable to attend because of any other unavoidable cause) if they are unable to attend because they are serving a community based (i.e. non-detained) part of a sentence of detention, referral order, or youth rehabilitation order that requires them to be absent during the school day
Y6	Unable to attend in accordance with public health guidance or law	The pupil's travel to or attendance at the school would be: • contrary to any guidance relating to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care (or the equivalent in Scotland, Wales and Northern Ireland), or • prohibited by any legislation relating to the incidence or transmission of infection or disease.
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario

Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

Appendix 2

New National Penalty Notice Framework
(unauthorised school absence)

Leeds CITY COUNCIL

The following changes will come into force for Penalty Notice Fines from 19th August 2024 across the whole of England

- **Schools MUST consider a penalty notice for 10 unauthorised sessions (usually 5 school days) within a rolling 10 school week period of time (these sessions do not have to be consecutive and can be made up of any unauthorised absences and can span different terms and school years).**
- **Penalty Notices are issued per parent, per child (For example, if there are 3 children in a family, each parent may receive 3 separate penalty notices).**

National Penalty Notice Framework (offences in a three year rolling period)

First Offence	Second Offence	Third Offence (or any further offences within 3 years)
The first penalty notice will be issued at £160 per parent if paid within 28 days (this will be reduced to £80 if paid within 21 days)	The second penalty notice will be issued at £160 per parent if paid within 28 days (this will not be reduced)	A penalty notice will not be issued, and the case will be considered for potential legal action. This can result in a criminal record and fines of up to £1,000 plus costs.

Appendix 3

Leave of Absence Request

SCHOOL: Christ Church Upper Armley		**DATE OF REQUEST:**	
First Name	**Surname**	**Date of Birth**	**Class**
Leaving date:		**Date due back in school:**	
Length of absence applied for (number of school days only):			**days**
Siblings in other schools: Please note this request information will be shared with the attendance lead in the school in which the sibling/s attend	**First Name**	**Surname**	**School**

Contact Details		
Parents: (eg. Mother, Father, Grandparent, Carer):	**First name:** **Surname:**	**First name:** **Surname:**
	Address: **Postcode:**	**Address:** **Postcode:**
	Email: **Home phone number:** **Mobile:** **Alternative number while away:**	**Email:** **Home phone number:** **Mobile:** **Alternative number while away:**

Reason for absence including full explanation (use a separate sheet of paper if necessary) The exceptional circumstances are…	
Point of departure (eg. Airport, Coach, Train Station etc.):	**Destination:**
Time of departure:	**Flight numbers and name of airline:**
Emergency Contact Details (preferably someone who is staying in Leeds): **First Name:** **Surname:** **Address:** **Postcode:** **Relationship to the child:** **Contact Number:**	***Provide copies of travel plans to support your request.*** If child is not leaving with parent(s) who is accompanying them? Who will be caring/responsible for the child? Why is/are the parent(s) not leaving with the child? Name: Relationship to child: Address: Postcode :

Statutory Declaration

Legal responsibility

As a parent/guardian I understand all children aged between 5 and 16 are required by law to receive an education, and under the provisions of the Education Act 1996, it is my responsibility as a parent to ensure the regular school attendance of my children and that failure to do so could result in legal proceedings being taken by the Local Education Authority.

*I understand that requests for leave can only be granted by schools if there are **exceptional circumstances**, and **holidays are not considered exceptional**. They must also be made to the school in advance, as the **Department for Education** has told schools that they cannot authorise any absences after they have been taken.*

Penalty Notice

*I understand if my request is unauthorised I am most likely to be fined, **£80 per parent, £80 per child** (for example a family of 4 with 2 parents and 2 children will be fined a total of £320).*

*Once the penalty notice is issued, I have **21 days in which to pay the fine**. If I fail to pay in that time period, the fine **will double** and I then have **another seven days in which to pay**, taking the total time in which to make payment to 28 days.*

If I fail to make payment after 28 days** then the local authority has the power to prosecute me in the magistrate's court for the offence of failing to ensure my child attends school regularly. A guilty verdict at court **can lead to a fine of up to £1000, and a criminal record which can affect employment opportunities.

School places

*I am aware that a **referral will made to the Local Authority Children Missing from Education Team (CME) if my request is unauthorised and my child hasn't returned to school on the agreed date**. This can result in my child **losing their school place**.*

I am also aware that there is a shortage of places in the area, so if my child loses their school place it could result in having to travel to a school out of area or my child without a school, being a detriment to their education and causing implications to my own employment.

Parent's Full Name: **Parent's Signature:** **Date:**

Parent's Full Name: **Parent's Signature:** **Date:**

School Section **Any previous request** Yes □ No □	**Is the requested absence during exams** Yes □ No □			
Reason for refusal/Comments				
Authorised □	**Approved**		**for School days**	
Unauthorised □	**Not approved**		**for School days**	
Headteacher's Signature				

Appendix (4) to School Attendance Policy - Early Years Foundation Stage (EYFS)

Introduction

Regular attendance in the Early Years is the foundation of good learning habits. Children who attend consistently benefit from routine, social development, and early learning opportunities that prepare them for school life. This policy sets out our approach to supporting and promoting good attendance in the EYFS, in partnership with parents and carers.

Aims

- To promote a positive attitude towards attendance from the earliest stage of school life.
- To establish positive attendance habits as early as possible and prevent patterns of absence becoming embedded.
- To work with families to establish good attendance habits that will support lifelong learning and offer support to overcome any barriers.
- To ensure parents understand the importance of informing school promptly about any absences.
- To highlight the safeguarding responsibilities linked to attendance monitoring.

Why Attendance Matters in EYFS

Whilst attendance in Nursery is not compulsory, parents who have accepted a school place are encouraged to ensure their child attends regularly. For children in Reception, attendance becomes a legal requirement from the start of the term following their fifth birthday. However, regular attendance from the beginning of Reception is strongly encouraged to support children's learning, wellbeing and transition through school.

Consistency supports children in:

- Building relationships with peers and adults.
- Developing confidence and independence.
- Establishing routines that support emotional security and learning.

Parental Responsibilities

Parents and carers play a vital role in supporting good attendance. We ask that:

- Children attend regularly and arrive on time each day.
- The school is notified as soon as possible on the first day of absence, with the reason for absence clearly stated.
- Medical appointments are, where possible, arranged outside of school hours.
- Holidays are not taken during term time.

School Responsibilities

The school will:

- Keep accurate daily registers of attendance.
- Monitor attendance patterns and work with families to support good routines.
- Follow up promptly if a child is absent without notification, in line with safeguarding procedures.
- Celebrate and encourage good attendance in a supportive, child-friendly way.
- Review attendance information regularly to identify children who may require additional support with attendance.

Safeguarding and Attendance

A child's absence from school may raise safeguarding concerns if not reported and explained. If we cannot make contact with a parent or carer regarding an unexplained absence, we may carry out a home visit or involve other agencies if necessary. Ensuring children are safe is our highest priority, and attendance monitoring is an important part of this duty.

Punctuality

Arriving on time helps children settle quickly and ensures they do not miss important early learning opportunities. Parents and carers should ensure children arrive in school before the start of the session so they can participate fully in the day's activities.

Supporting Families

The school recognises that difficulties with attendance may be linked to wider needs, including medical conditions, developmental needs, special educational needs and disabilities (SEND), separation anxiety, emotional wellbeing or family circumstances. We will work with families to identify and remove barriers to attendance wherever possible.

Review

This policy will be reviewed annually in line with the school's attendance and safeguarding policies.

This appendix should be read alongside the school's main Attendance Policy, Safeguarding and Child Protection Policy, and any relevant local authority guidance.