



St Chad's C of E Primary School Policies & Procedures

Policy Title: Attendance

Approved on	Monday 6 th October 2025
Approved by	Local Governing Board
Last reviewed on	Wednesday 7 th February 2024
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In the light of God, we care, we share, we laugh, we learn.

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ATTENDANCE POLICY

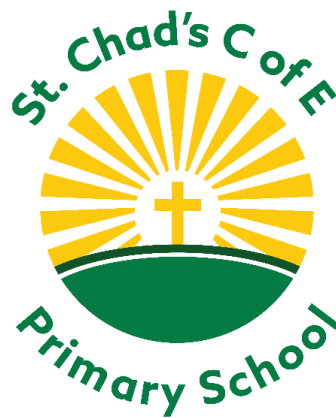
Our Vision

We recognise that the most important factor in promoting good attendance is the development in parents and children of a positive attitude towards school. Our vision forms the foundation and sets the culture for this positive attitude, making the school a welcoming, affirming and nurturing environment for all who attend:

In the light of God, we care, we share, we laugh, we learn.

Research demonstrates that regular attendance positively impacts a child's development, educational progress, and attainment. Our vision is to enable each child to flourish academically, socially and spiritually, and we believe that every hour spent in school contributes to this end. Therefore, good attendance is an important priority for the school.

Good attendance can only happen when parents, carers, and staff share this vision and work in partnership with one another. The attendance policy seeks to set out a clear and fair process for this partnership, and to ensure children are kept safe and given every opportunity to flourish.



1. Contact List 2025

Role / Agency	Name and role	Contact Details
Headteacher/Principal	Gina Marsland	0113 274 7110
Attendance Lead	Gina Marsland Jackie Matthews Katie Jukes	0113 274 7110 office@stchadsprimary.net
Attendance Support Team (staff supporting the Attendance Leads)	School office staff Karen Davies Tessa Bruce	0113 274 7110 office@stchadsprimary.net
Governor with responsibility for Attendance	James Clarke	james.clarke@stchadsprimary.net
Chair Of Governors	Ian Renard	ian.renard@stchadsprimary.net
School Office	Vanessa Fish Lucy Pollard	0113 274 7110 office@stchadsprimary.net
Learning Mentor	Karen Davies	0113 274 7110
School Attendance Service (SAS)	Queries relating to attendance	0113 378 5994 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 378 9685 estconsultation@leeds.gov.uk

Please call 0113 274 7110 to report an absence.

2. Policy Statement

St. Chad's CofE 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.

St. Chad's CofE 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 St. Chad's CofE 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 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.

3. The Impact of Poor Attendance

The table depicts how many lessons are missed when a 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

A child with 80% attendance throughout primary school will miss the equivalent of over a full year of learning by the end of year 6.

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 emphasize 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.

5. Legislation & Guidance

This policy is based on the Department for Education's guidance, [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](#) 2022.

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.
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.

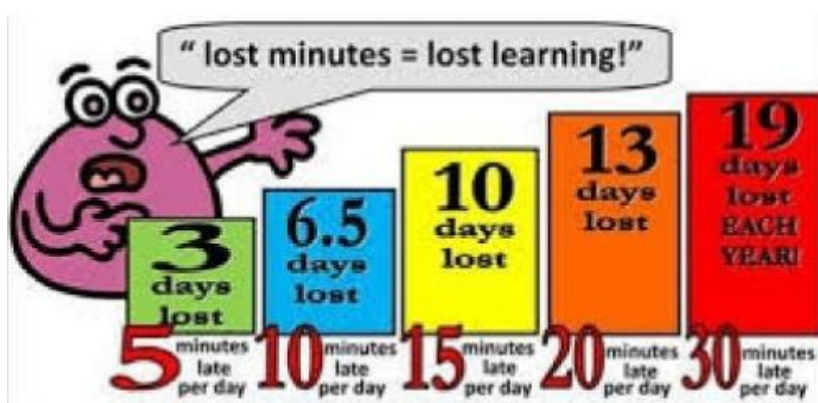
7. Attendance Procedures

Registration

- St. Chad's CofE Primary School is open from 8.45am for pupils in reception to year 6.
- Registration takes place each morning at 8.45am for pupils in reception to year 6 and each afternoon at 12.55pm for reception and at 1.00pm for years 1 to 6.
- 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.

Responding to lateness

- Good punctuality is vital to supporting our young people to flourish academically and socially. Lateness results in lost learning as shown below:



- Lateness into school causes disruption to the pupil's development and that individual's learning. A pupil arriving late also disrupts the learning of the other pupils in their class. It is paramount, therefore, that all pupils arrive at school on time.
- The school is open from 8.45am. Our school gates open approximately 10 minutes before to facilitate a prompt start to the day. Our children are taught our punctuality 'mantra':

"Be in line by quarter to nine"

- Pupils arriving in the classroom after the register has been taken at 8:45am in the morning, or 12:55pm for reception and 1.00pm for years 1 to 6 in the afternoon, are deemed to be late and will be marked with an L code.
- After 30 minutes the register will close, and the pupil is deemed to be late/absent. Any pupil arriving in school after these times (9:15am or 1:25pm for reception and 1:30pm for years 1 to 6) will be marked U. In case of an 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.

- Targets for improvement will be clear and communicated to pupil and parent or carer.
- School will organise support to remove barriers to regular attendance and if appropriate meetings will be arranged to review, offer further support and improve punctuality.

Responding to absence

- 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.

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 Lead and the Attendance school staff 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

8. Reporting & Recording Absence

8.1 First Day Reporting Procedures

It is the responsibility of parents/carers to inform the school, with a valid reason, by 8.45am or as soon as reasonably practicable on the first day of their child's absence.

If by 9.15am the school has not been notified, the school will attempt to contact the parent/carers, either by a phone call or a text message, to the first priority contact as a safeguarding priority. If there is no response the school will make a

second attempt to contact the parent/carer and/or may undertake a home visit. See **Appendix Two First Day Reporting Procedures** for further details.

Parents are expected to contact the school every day the pupil is absent unless a medical note is received.

8.2 Evidencing Absence

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

We treat every child as an individual and look at each absence on a case-by-case basis, however if the child has attendance lower than 90%, has multiple illnesses or if there is doubt of the authenticity of the illness, the school may ask the pupil's parent/carer to provide 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.

8.3 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. See also **Appendix Two First Day Reporting Procedures**.

8.4 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 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.

Any request for leave of absence for 'exceptional circumstances' should be made as soon as it is anticipated and, where possible, at least 21 days before the absence. It should also be made in writing. A form is available from the school office and in **Appendix Three**. Leave of absences will not be granted retrospectively if the parent and/or carer did not apply in advance.

8.5 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

8.6 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

10.1 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 2025. [Keeping children safe in education 2025](#). 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 \(www.gov.uk\)](https://www.gov.uk/guidance/supporting-pupils-with-medical-conditions-at-school)

- 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.

10.2 The Senior Attendance Lead

The School Attendance Lead 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 including:
 - 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 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
- 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.
- Modeling 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 and Pastoral Staff

Attendance 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 this will include:

- 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.

Appendix One

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
J	Interview	Pupil has an interview with a prospective employer/educational establishment
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
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment
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 traveller absence	Pupil from a traveller community is travelling, as agreed with the school
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

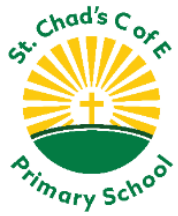
Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on 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 Two

First Day Reporting Procedures

The following procedures are followed when absence has not been reported or when absence has been reported.

DAY	ACTION
One	• <i>Text Message No1</i> (or phone call) sent by the school office staff to ALL absentees where a reason has not been provided (N code) by 9.15am. • School office staff to check list of key children compiled by the safeguarding team and SENDCo, identifying if any of these children are absent and no reason provided. • A member of the safeguarding team to be notified if any of the key children are absent and no reason has been provided. A member of the safeguarding team will review the list of key children and prioritise phone calls home and/or home visits based on the known risks. • If there are any safeguarding concerns about the child or family and contact cannot be made then a home visit would be made and if the child cannot be seen or concerns still exist, Children's Social Care will be contacted. The police may also be contacted and asked to complete a welfare visit if appropriate. • The school office will make phone calls home to all other absentees where a reason has not been provided (N code) and for whom a response to <i>Text Message No1</i> has not been received by 10am. • The school office to send <i>Text Message No2</i> after 10.30am if no contact has been made and to follow up with phone calls throughout the day. • For any children for whom contact has not been made or a reason established, then <i>Text Message No3</i> is sent around midday and the pupil identified as a priority for home visit if absent the following day. • If there are any safeguarding concerns about the child or family and contact cannot be made then Children's Social Care will be contacted. The police may also be contacted and asked to complete a welfare visit if appropriate.
Two onwards	• If a pupil is absent for the second day and no contact has been received, <i>Text Message No1</i> will be sent. • A home visit may be undertaken. Visiting cards will be left if there is no answer. • If there are no immediate safeguarding concerns and no-one is home or a home visit is not deemed appropriate, then the second and/or third contacts on our school management system will be used to establish where the pupil is. • If there are any safeguarding concerns about the child or family and contact cannot be made, then Children's Social Care will be contacted. The police may also be contacted and asked to complete a welfare visit if appropriate.



Appendix Three

Leave of Term-Time Absence Request



Pupil Leave of Absence Request

St. Chad's CofE Primary School
Northolme Avenue
West Park, Leeds
LS16 5QR

DATE OF REQUEST:			
First Name	Surname	Date of Birth	Class
Last day in school:		Date due back in school:	
Leaving date:		Destination:	
Length of absence applied for (number of school days only):			days
Reason for absence including full explanation (use a separate sheet of paper if necessary) The exceptional circumstances are...			
Siblings in other schools: NB: this request information may be shared with the attendance lead in the school in which the sibling/s attend	First Name	Surname	School
Contact Details			
Parents/Carers:	First name:	First name:	
	Surname:	Surname:	

	Address: Postcode:	Address: Postcode:
	Email: Home phone number: Mobile:	Email: Home phone number: Mobile:

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.

Fines

I understand if my request is unauthorised, I am most likely to receive a Fixed Penalty Notice (FPN).

First Occasion:

The first time a FPN is issued for either term time holiday or irregular attendance the fine will be £160, per parent, per child. Fines are required to be paid within 28 days, if the fine is paid within 21 days the fine is reduced to £80, per parent, per child.

Second Occasion:

If there is a second occasion of unauthorised absence of 10 sessions or more within the three year period of the first occasion, the fine will be £160 per parent, per child. There will be no reduction for early payment.

Third Occasion:

If there is a third occasion of unauthorised absence of 10 sessions or more within a rolling three year period, the local authority may decide to prosecute and refer the matter to the magistrate's court. The magistrates court can impose a fine of up to £1000 if found guilty of the offence of 'Failure to Protect a Child's Right to Education.' This conviction would also appear on a DBS (disclosure and barring service) certificate should the parent/carer ever need to apply for one. A higher fine / imprisonment is possible for aggravated offences.

Parent's/Carer's Full Name:

Parent's/Carers Signature:

Date:

Parent's/Carer's Full Name:

Parent's/Carer's Signature:

Date:

<u>School Section</u> Any previous request Yes ☐ No ☐		Is the requested absence during exams – Yes ☐ No ☐		
School Stamp				
Authorised ☐	Approved		for School days	
Unauthorised ☐	Not approved		for School days	
Headteacher's Signature				

Appendix Four

Early Years Foundation Stage (EYFS) Attendance Policy

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 work with families to establish good attendance habits that will support lifelong learning.
- 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

Although school attendance is not statutory until the term after a child turns five, we strongly encourage full attendance during the EYFS years. Early absence patterns can influence later habits and may impact a child's readiness for Year 1. 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.

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.

Supporting Families

We recognise that there may be times when families need extra support in ensuring regular attendance. The school will work in partnership with parents, carers, and, where appropriate, external agencies to provide help and guidance.

Review

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