

BRIGSHAW
LEARNING PARTNERSHIP

Attendance Policy

Academic Year 2025 – 2026

Monitoring and Review of this Document:

The Trust shall be responsible for reviewing this document from time to time to ensure that it meets legal requirements and reflects best practice.



The Brigshaw Learning Partnership is an exempt charity regulated by the Secretary of State for Education. It is a company limited by guarantee registered in England and Wales, Registered Company Number 10301662, whose registered office is at The Brigshaw Learning Partnership, Brigshaw High School, Allerton Bywater, Castleford WF10 2HR

Providing a cradle to career education that allows our children to enjoy lives of **choice** and **opportunity**



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Contents

<i>Introduction</i>	<i>4</i>
<i>1. Aims</i>	<i>4</i>
<i>2. Key staff and partnerships</i>	<i>4</i>
<i>3. Legislation and guidance</i>	<i>5</i>
<i>4. Expectations of the Brigshaw Learning Partnership</i>	<i>5</i>
<i>5. Roles and responsibilities</i>	<i>6</i>
<i>For pupils at risk of persistent absence</i>	<i>10</i>
<i>For pupils who are persistently absent</i>	<i>10</i>
<i>6. Attendance procedures</i>	<i>11</i>
<i>7. Authorised and unauthorised absence</i>	<i>12</i>
<i>8. Holidays in term time</i>	<i>13</i>
<i>9. Children Missing Education (CME)</i>	<i>13</i>
<i>Appendix 1: Attendance - Primary</i>	<i>14</i>
<i>Appendix 2: Attendance - Secondary</i>	<i>15</i>
<i>Appendix 3: Punctuality - Primary</i>	<i>16</i>
<i>Appendix 4: Punctuality - Secondary</i>	<i>17</i>



Introduction

Brigshaw Learning Partnership 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.

Brigshaw Learning Partnership 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 Brigshaw Learning Partnership.

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.

1. Aims

1.1 The schools within the Brigshaw Learning Partnership aim to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their responsibilities with respect to Attendance and understand the correlation with safeguarding.
- Parents, carers, and pupils are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality.
- Pupils who achieve attendance and punctuality targets throughout the academic year are recognised and rewarded.

1.2 The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, parents, staff, and governors. It is fully incorporated into the whole school ethos and culture.

2. Key staff and partnerships

The below contact list includes Brigshaw Learning Partnership staff and key contacts at Leeds Local Authority.

Role/agency	Name/Role	Contact details
Director of Development (BLP)	Nick Chinnock	chinnon01@brigshawtrust.com
Director of Safeguarding (BLP)	Adele Dempster	dempsta01@brigshawtrust.com



Trust Attendance Lead	Jon Hammond	hammonj01@brigshawtrust.com
Leeds School Attendance Service (SAS)	Queries relating to attendance	0113 378 5994 schoolattendanceservice@leeds.gov.uk
Leeds Elective Home Education (EHE)	Queries relating to Elective Home Education	EHE@leeds.gov.uk
Leeds Children Missing Education (CME)	Referrals for children missing education	0113 378 9686 CME@leeds.gov.uk
Leeds Education Safeguarding Team	Advice, training and safeguarding audits	0113 378 9685 estconsultation@leeds.gov.uk

3. Legislation and guidance

3.1 This policy is based on the Department for Education's guidance [Working Together to Improve School Attendance](#) (applies from 19th August 2024).

3.2 [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.

See Education Act 1996 [Part 6](#) and Education Act 2002 [Part 3](#) for more information.

4. Expectations of the Brigshaw Learning Partnership

In order for the Brigshaw Learning Partnership Attendance Policy to be successful, every member of staff must make attendance a high priority and convey this to the pupils at all times.

4.1 We expect that all pupils will:

- attend school regularly
- attend school punctually
- attend school appropriately prepared for the day
- discuss promptly with their class teacher or another adult in school, any problems that deter them from attending school e.g. bullying



4.2 We expect that all parents/carers/persons with day-to-day responsibility for the children and young people will:

- ensure regular school attendance and be aware of their legal responsibilities
- ensure that the child or young person in their care arrive at school punctually, properly dressed, with the right equipment and in a condition to learn
- contact the school on the first day of the child or young person's absence prior to registration or as soon as practically possible
- contact the school promptly whenever any problem occurs that may keep the child or young person away from school
- supply medical evidence when required
- ensure all parental and child contact details are up to date
- provide school with two emergency contact details
- ensure holidays are not booked in term time. Permission for holidays in term time will not be granted.

Parents/carers have a legal responsibility to ensure that their children attend school regularly, and stay in school for every lesson after they have registered. Every entry in the attendance register will be preserved for 3 years after the date on which the entry was made.

If a child is in the care of foster parents or in a residential home, it is important that the carers recognise their parenting role where attendance at school is concerned.

If no contact can be made by 11:30am this will be escalated to a member of the senior leadership team and the Designated Safeguarding Lead will be informed.

4.3 We expect our schools will:

- ensure that attendance is a high priority within the school community
- ensure that the registration procedures are carried out accurately
- ensure attendance and absences (authorised and unauthorised) are monitored and evaluated
- follow up on absence to ascertain the reason for absence
- investigate unauthorised absence and ensure proper safeguarding action is taken where necessary
- use a range of effective intervention strategies to follow up intermittent and long-term absenteeism
- investigate any problems that may lead to non-attendance
- keep parents informed of attendance issues
- monitor attendance data, compared to national data and report it to governors
- follow school procedures and DfE guidance for Children Missing in Education
- encourage and reward good attendance and punctuality to school

5. Roles and responsibilities

5.1 Headteacher

The Headteacher 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 2024](#).
- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health barriers and special educational needs (SEND). Ensuring compliance with statutory guidance set out in [Supporting Pupils with Medical Conditions in 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 Local School Committee and Brigshaw Learning Partnership 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.
- Maintaining 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.

5.2 The School Senior Attendance Champion.

The School Senior Attendance Champion is responsible for:

- Implementing the policy with the Headteacher
- 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 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 Headteacher 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 Headteacher, the Local School Committee 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.

The School Senior Attendance Champions across the Brigshaw Learning Partnership are as follows:

School	Name/Role
Brigshaw High School	Helen Jefferson, Assistant Headteacher
Kippax Ash Tree Primary School	Mark Cahill, Headteacher
Kippax North Primary School	Beth Burland, Headteacher
Kippax Greenfield Primary School	Rebekah Brown, Headteacher
Swillington Primary School	Mark Cahill, Executive Headteacher
Methley Primary School	Sallie Elliott, Headteacher
Allerton Bywater Primary School	Sarah Thomas, Assistant Headteacher

5.3 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.
- Emphasising 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.
- Emphasise 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.

5.3 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

- 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 meetings and panels.
 - ☐ 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.



6. Attendance procedures

Each school will set out its own procedures in line with the expectations.

6.1 Registration

Registers will be taken each morning and each afternoon. Class teachers will enter a present mark (/) on the register for each pupil present and an absent mark for any pupil that is absent.

Registers close at the following times:

School	AM lesson start at...	AM registers close at...
Brigshaw High School	8:30am	9:00am
Kippax Ash Tree Primary School	8:45am	9:15am
Kippax North Primary School	8:45am	9:15am
Kippax Greenfield Primary School	8:45am	9:15am
Swillington Primary School	8:45am	9:15am
Methley Primary School	8:45am	9:15am
Allerton Bywater Primary School	8:45am	9:15am

6.2 Responding to lateness

- Pupils arriving in the classroom after their lesson start time are deemed to be late and will be marked as an L code.
- After the register closes a 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.

6.3 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. This may include the completion of an Attendance Improvement Plan.
- If attendance does not improve, the school will undertake School Attendance Panels and refer to the local authority for legal action, which may include Fixed Penalty Notices and referral for Prosecution.



6.4 Working with the Local Authorities School Attendance Service

- Schools work in partnership with the statutory School Attendance Service to devise a strategic approach to attendance through Register Checks and Targeted Support Meetings.
- The Headteacher/Senior Attendance Champion (SLT) 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

7. *Authorised and unauthorised absence*

7.1 Authorised absence

Authorised absence is defined as:

- Genuine illness.
- Medical or dental appointments (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 licence to take part in a public performance and the school has granted leave of absence.

8.2 Unauthorised absence

Unauthorised absence is defined as:

- Being late after the registers have closed - 'U' code.
- Leave for sickness that cannot be evidenced.
- 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.



8. Holidays in term time

No requests for holidays can be authorised during term time unless there are exceptional circumstances. The 'exceptional circumstances' mentioned by the Department for Education are very limited. It is therefore anticipated that there will be very few requests for leave of absence in term time that will be exceptional and so most requests will have to be declined and marked as unauthorised. The new legislation is designed to support increased attendance and to improve standards in our schools.

The law does not now give any automatic parental right to take a child on holiday during term-time. Parents/carers can be fined for taking a child on holiday during term-time without consent from the school. If parents/carers take their child on holiday during term time for 5 or more days they may be issued with a Fixed Penalty Notice Each parent/carer can be issued with a notice for each child.

The Headteacher will hear applications for leave during term time to decide whether they meet the criteria for 'exceptional circumstances' to be authorised.

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.



Appendix 1: Attendance - Primary



Great attendance leads to **great** outcomes



Attendance
Attainment
Achievement

Being in school is important for your child's **achievement, wellbeing, and wider development.**

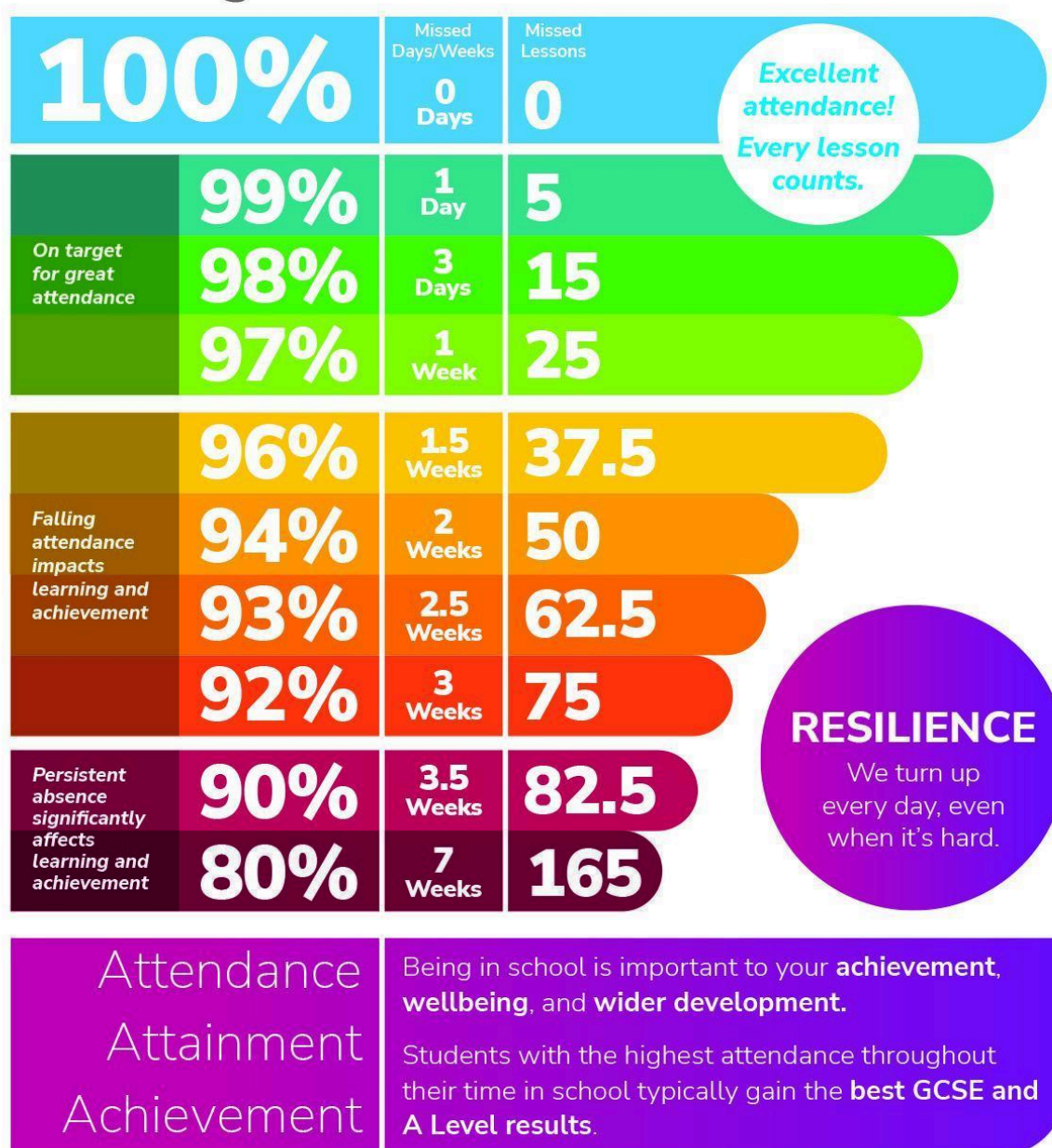
Pupils with the highest attendance throughout their time in school typically gain the **best Phonics, SATs and GCSE outcomes.**



Appendix 2: Attendance - Secondary



Great attendance leads to **great** outcomes



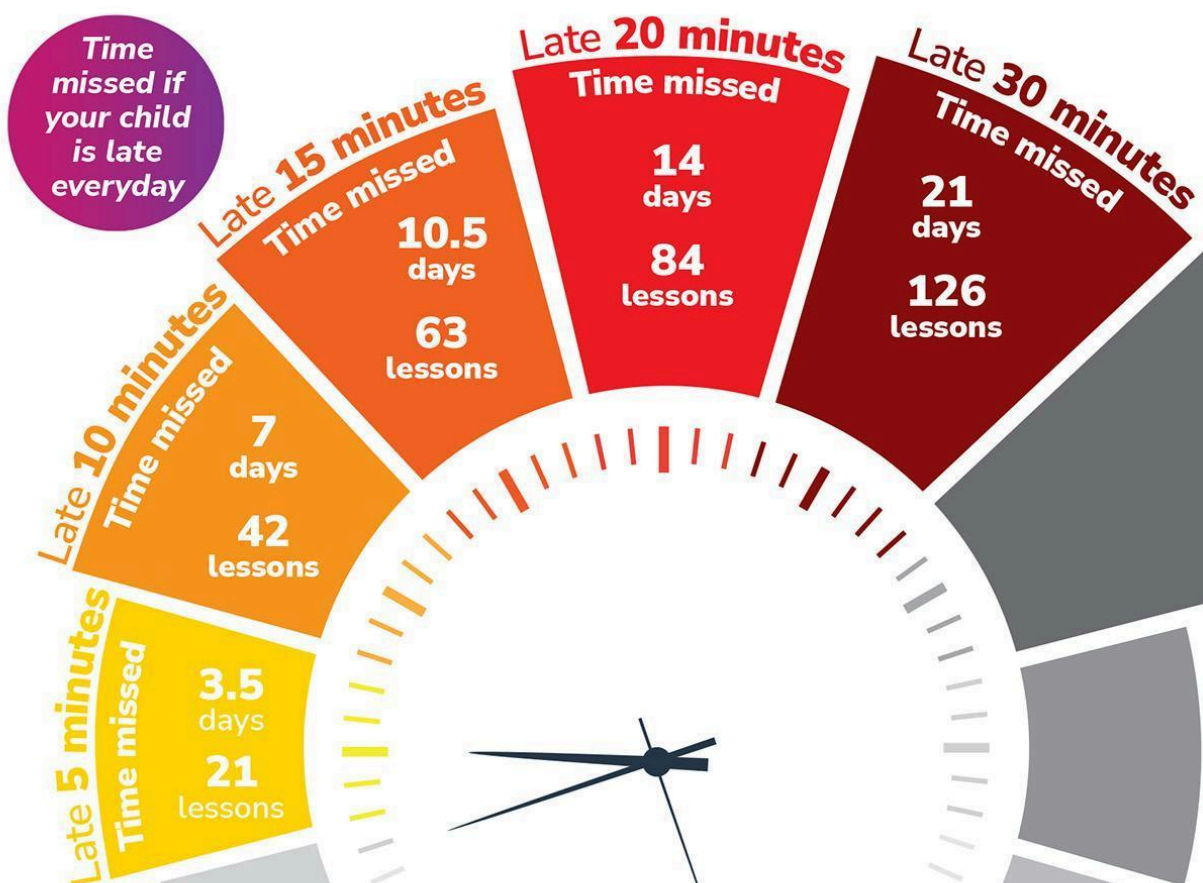


Appendix 3: Punctuality - Primary



Every minute counts!

Getting your child to **school on time** really makes a difference.



Lost Time = Lost Learning

Thank you for bringing your child to school on time to **maintain strong attendance**

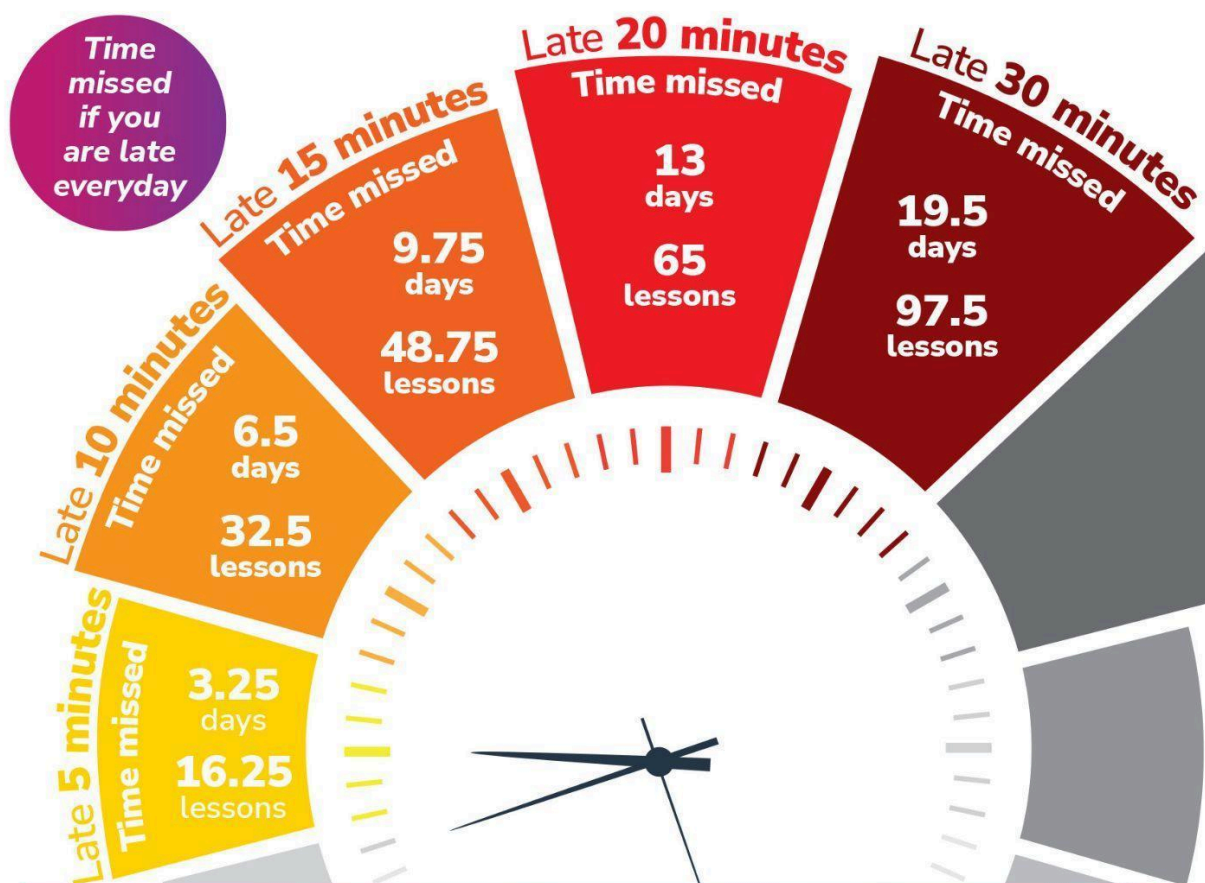


Appendix 4: Punctuality - Secondary



Every minute counts!

Getting to **school on time** really makes a difference.



Lost Time = Lost Learning

Thank you for getting to school on time and **maintaining strong attendance**