

BRIGSHAW
LEARNING PARTNERSHIP

Attendance Policy

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**



Document Controls

Policy Document:	Attendance Policy
Legislation/Category: Academy Schools	Legally required
Lead Staff Member:	Headteacher
Approved by:	CEO
Date Approved:	September 2026

Version	Date	Author	Changes
1.0	Sept 24	Trust Central Services	BLP Format
2.0	Sept 25	Trust Central Services	Yearly Update
3.0	Sept 26	Executive Director of School Improvement	Yearly Update



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Introduction

Brigshaw Learning Partnership seeks to ensure that all its students receive an education which enables them to achieve, thrive and make a difference. We recognise that there is a strong link between good attendance and increased attainment. National and regional data emphasises that students who regularly attend school make much better progress socially and academically. We recognise that good attendance is learned behaviour and as such it forms an integral part of the Trust's vision and values. We expect students to attend on time every day. Regular attendance enables students to adapt better to routines, schoolwork, and friendship groups.

We are committed to a whole school approach to attendance and a partnership relationship with parents and carers. Attendance is everyone's responsibility. We expect our schools, parents, students and other agencies should work together to support regular attendance and address any barriers to attending school. Parents have a legal responsibility to ensure their child attends school regularly, unless there is a valid reason for absence or permission has been given. Within the Brigshaw Learning Partnership good attendance and punctuality is encouraged and recognised. Brigshaw Learning Partnership aims to work in partnership with parents, carers and other agencies to ensure that every child can get the best out of the educational opportunities provided. By working in partnership with parents, carers 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.

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 students are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality.
- students 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 students, parents, carers, staff, and governors. It is fully incorporated into the whole trust ethos and culture. As part of our cradle to career provision, this policy includes non-statutory aged school children attending schools-based nurseries and early years provision, as set out in the [Early Years Framework](#).

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
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Executive Director of School Improvement (BLP)	Laura Hocking	hockinl01@brigshawtrust.com
Director of Safeguarding (BLP)	Adele Dempster	dempsta01@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 informed by the DFE guidance: Working together to improve school attendance (Updated July 2026) and the supplementary DFE guidance: Summary of responsibilities where a mental health issue is affecting attendance (February 2023). These policies also take regard of the DFE statutory guidance documents on: parental responsibility measures, children missing education, supporting students with medical conditions at school, suspensions and exclusions, alternative provision and safeguarding.

3.2 The Education Act 1996 states that:

- All students 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 students 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 student 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 students at all times.

4.1 We expect that all students 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 ready to learn
- Contact the school on the first day of the child or young person's absence prior to registration
- 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.

Unexplained absence will be escalated on a daily basis, each morning, to a member of the senior leadership team and, where necessary, the Designated Safeguarding Lead will be informed, to ensure that the appropriate truancy steps and safeguarding measures promptly taken.

4.3 We expect our schools will:

- Create a calm, orderly and supportive environment where students feel safe
- Ensure that attendance is a high priority within the school community
- Ensure that the registration procedures are carried out accurately and inline with DfE 'Working together to improve school attendance' guidance
- 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
- Where absence is recorded as unexplained in the attendance register, the correct code will be input as soon as the reason is ascertained, but no later than 5 working days
- 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
- 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.
- If required, holding regular meetings with the parents of student whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school
- Ensure home visits are undertaken in line with school's safeguarding responsibilities to engage families and ensure children are safe
- Identifying students who need support from wider partners as quickly as possible and support colleagues to make the necessary referrals



- Establish strong, appropriate home-school relationships through regular communications and encourage parents/carers to work collaboratively with our pastoral support team and other appropriate initiatives including facilitating support through a school initiated early help or family support plan where absence is a symptom of wider issues

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 2026](#)
- Ensure that the school is working in line with the DFE guidance, 'Working together to improve school attendance'
- 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 students 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 students and whole school attendance
- Having clear processes in place to address persistent and severe absence - students 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
- Ensure that rigorous procedures are in place for registration, including processes for addressing lateness, absence, application and quality assurance of attendance coding
- 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 students have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the student'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 to identify patterns
- Where a pattern is identified, we will discuss with students and parents to listen and to understand the barriers to attendance and agree how all partners can work together to resolve them
- 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, students, 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, students, 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 students 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 students 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
- Periodically review practice and consistency both across staff, sessions and between departments
- Proactively promote attendance practice as part of staff induction
- Ensure that the appropriate CPD takes place for all stakeholders to promote attendance as part of everyone's responsibility
- 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, including daily, weekly, half termly and termly analysis
 - Persistent (PA) and Severe Absence (SA) should be identified, reported on, receive intensive, immediate support as a high attendance priority.
 - Robust school systems are in place which provide useful data at cohort, group, and individual student 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
- Young carers: Where a student's caring responsibilities may be affecting attendance, the school will work with the student, their parent/carer and, where appropriate, the local authority to understand barriers and provide appropriate support, including through early help and a young carer's needs assessment where required.
- 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 students and to implement attendance procedures.
- Ensure the school benchmarks and compares attendance against similar schools
- Compiling attendance data for the Headteacher, the Local School Committee and the Local Authority
- Data analysis includes raising concerns with other agencies like children's social care and early help services which are working with families.
- Ensuring a positive working relationship with the School Attendance Service is fostered, including attending Attendance Targeted Support Meetings.
- Communicating messages to students and parents.



- If required, holding regular meetings with the parents of students 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 students 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 students and families, implemented consistently and their impact reviewed regularly.

Attendance Champions across the Brigshaw Learning Partnership are as follows:

School	Named SLT Attendance Champion	Other named Attendance Leaders
Brigshaw High School	Tom Mitchell, Assistant Headteacher	Amy Henderson
Kippax Ash Tree Primary School	Darryl Roycroft, Deputy Headteacher	Natalie Leverett
Kippax North Primary School	Beth Burland, Headteacher	Sam Long
Kippax Greenfield Primary School	Rebekah Brown, Headteacher	Sam Long
Swillington Primary School	Yasmin Taylor, Deputy Headteacher	Amber Espley
Methley Primary School	Steph Hulme, Deputy Headteacher	Sarah Brown
Allerton Bywater Primary School	Sarah Scotland, Headteacher	Petra Pashley

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 students the importance of punctuality and good attendance
- Reminding parents of their commitment to this policy



- Building respectful relationships with staff, students, 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, students, 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 students 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
- Where appropriate, liaising with other agencies working with students 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 students. This will help relationships between students and staff to reflect a positive and respectful culture. All staff members should:
 - treat students with dignity
 - build relationships rooted in mutual respect and observe proper boundaries
 - take into consideration the vulnerability of some students 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 students can enjoy trusted relationships with staff and students, particularly for children with a social worker and those who have experienced adversity
 - communicate effectively with families regarding students' 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 students to be in the classroom
- Ensure that planning, marking and feedback support students to close any gaps in learning, due to attendance
- Promote rewards and celebrate progress but continue to outline sanctions in line with the whole school attendance strategy
- Apply rewards and sanctions consistently
- Follow up on absence and lateness with students 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
- Consider the individual needs and vulnerabilities of students.

5.4 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 student 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 working 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 student's learning)
- Holding regular meetings with the parents of students 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 students 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
- Home visits will be undertaken by attendance and pastoral staff if a truancy call remains unanswered and/or there is a safeguarding concern, in particular, for students with a persistent absence pattern for any reason. The frequency of home visits will be dependent upon a number of factors determined by each school and detailed in school specific guidance
- 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 students have additional vulnerabilities, which may require multi-agency meetings trying to arrange those meetings outside of lesson time, where possible.

For students at risk of persistent absence (below 90%)

- Providing regular attendance reports to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and student 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 students.

For students who are persistently absent (below 90%) and severely absent (below 50%)

- Developing and implementing persistent absence and severe absence action plans with students and families which address barriers and help establish positive attendance routines
- Identifying tailored intervention which meets the needs of the student
- 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/or 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 student present and an absent mark for any student that is absent. The register must be taken at the same time for all registered students and kept open for a maximum of 30 minutes.

Registers close at the following times:

School	AM registration starts 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

- Students 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 student is deemed to be Late/absent. Any student arriving in school after these times will be marked U. In case of emergency the register shows the student 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 student and parent or carer
- Schools will organise support to remove barriers to regular attendance
- Schools will organise meetings with parents or carers to review and improve attendance. This may include the completion of a Brigshaw Belonging Plan or 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

The school will ensure a positive working relationship with the School Attendance Service is fostered, including:

- The opportunity to engage with a Targeted Support Meeting
- Partnership work with other trusts, academies and local authorities to promote effective attendance management practice
- 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 students
- Where required, bespoke Action plans will be developed for persistently and severely absent students
- 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

- Support at SAP meetings
- Formal Attendance Contract
- Fast Track Initiatives
- 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, as outlined in the DFE 'Working together to improve school attendance guidance')
- Attending an interview
- Approved leave in term time where there are exceptional circumstances, as agreed by the Headteacher
- The student has a local authority licence to take part in a public performance and the school has granted leave of absence.

7.2 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
- 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
- Exceptional term time leave longer than agreed by the Headteacher.

7.3 Medical Needs Absence

It is important that children and parents/carers do not feel as though their concerns about mental health have gone unheard, absence will be recorded as authorised where students of compulsory school age cannot attend due to illness (both physical and mental health related). Medical evidence will **not** routinely be requested to support recording an absence as authorised, including for mental health reasons. However, Medical evidence will be requested where there is genuine and reasonable doubt, or to support students with prolonged/repeated patterns. In instances of long-term or repeated absences for the same reason, seeking medical evidence may be appropriate to assist in assessing whether the child requires additional support to help them to attend more regularly, and whether the illness is likely to prevent the child from attending for extended periods.

We acknowledge that some students face greater barriers than their peers. These can include students who suffer from long term medical conditions, both physical and mental or who have special educational needs or disabilities. We work collaboratively with parents to understand the barriers to attending and where required will put in additional support to help improve attendance. In some circumstances, where medical evidence is provided and consent from all parties given, a referral to the Medical Needs Teaching Service will be appropriate.

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. A need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance. 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. 10 sessions of unauthorised absence, consecutive or non consecutive, in a 10 week period may lead to a Fixed Penalty Notice being issued, per parent, per child.

The Headteacher will hear applications for leave during term time to decide whether they meet the criteria for 'exceptional circumstances' to be authorised. A written request for leave of absence would be expected in advance from the parent the student usually lives with. Retrospective leave of absence requests will not 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 student who falls within the reporting notification requirements outlined in [Children Missing Education – Statutory guidance for local authorities](#) and follow the Leeds Children's Services LA procedure and contact: cme@leeds.gov.uk.



Where a student has a social worker and/or youth offending team worker, the school will share information about unexplained absences and, where the student is to be removed from the school register, ensure the relevant professionals are informed.

10. Use of Reduced Timetables

All students of compulsory school age are entitled to a full-time education. Within Brigshaw Learning Partnership, our education offer is based on a full-time place and we do not routinely support flexi-schooling arrangements.

In very exceptional circumstances, where it is in a student's best interests, the Headteacher may agree a temporary part-time timetable to meet the student's individual needs. This may be appropriate, for example, where a medical condition prevents full-time attendance and a reduced timetable forms part of a wider support, healthcare or reintegration plan to enable the student to access as much education as possible.

Any part-time timetable must:

- Be agreed by the school and the parent/carer the student normally lives with, have a clear purpose and ambition, and include a proposed end date.
- Regular review meetings will involve the student and their parent/carer and ensure the arrangement remains in place for the shortest time necessary, with the expectation that the student will return to full-time education at school or, where appropriate, alternative provision.
- A timetable may be extended following review where this remains necessary, including in some cases for students with long-term health conditions.
- Where a student has a social worker, the school will keep them informed and involved.
- Where a student has an Education, Health and Care Plan (EHCP), the school will discuss the arrangement with the local authority so that any existing support can be reviewed promptly.

Part-time timetables must not be used as a behaviour management strategy or as a sanction. Any absence arising from an agreed part-time timetable will be recorded appropriately as authorised absence.



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.**

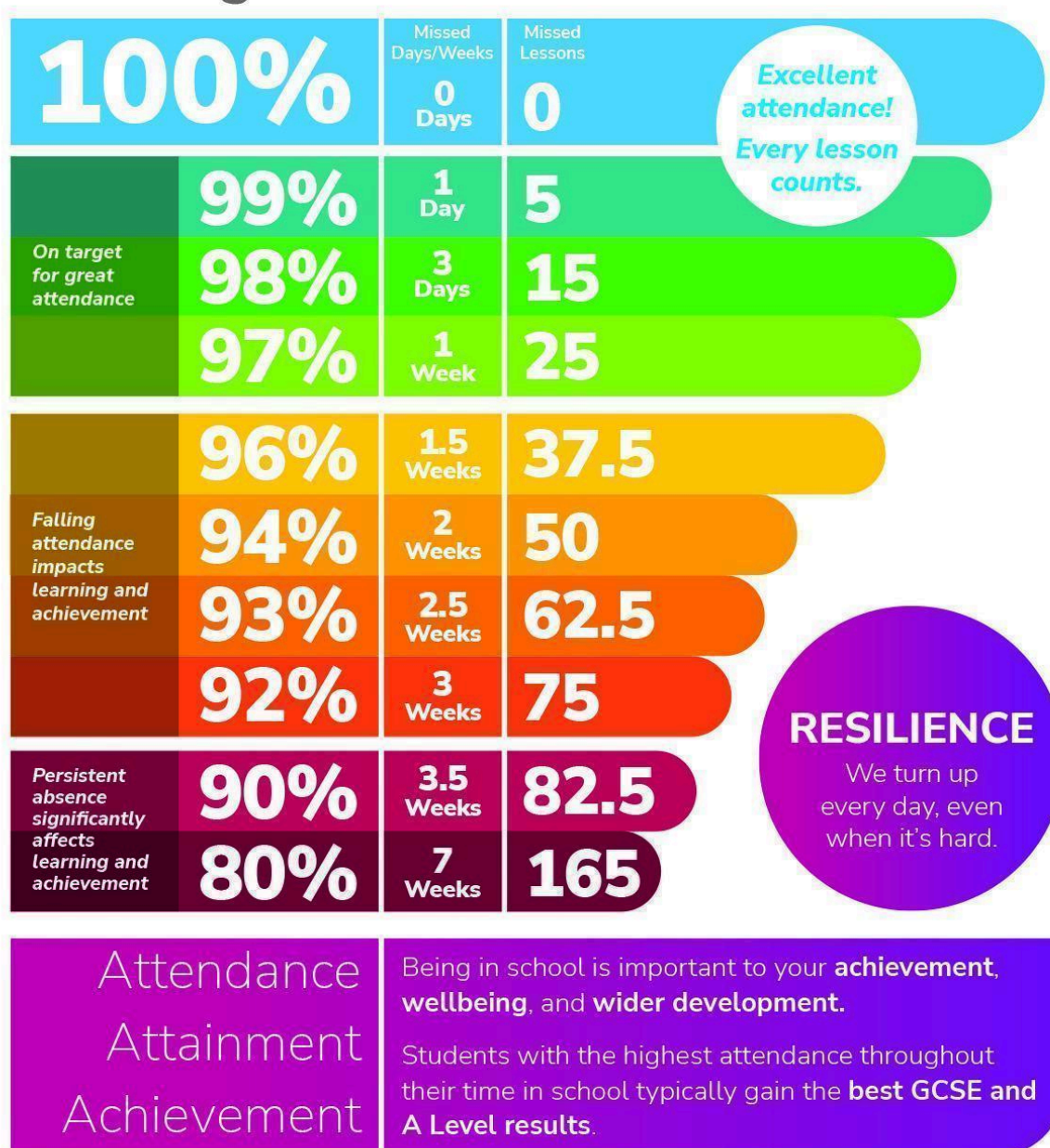


Appendix 2: Attendance - Secondary



Great attendance

leads to **great** outcomes



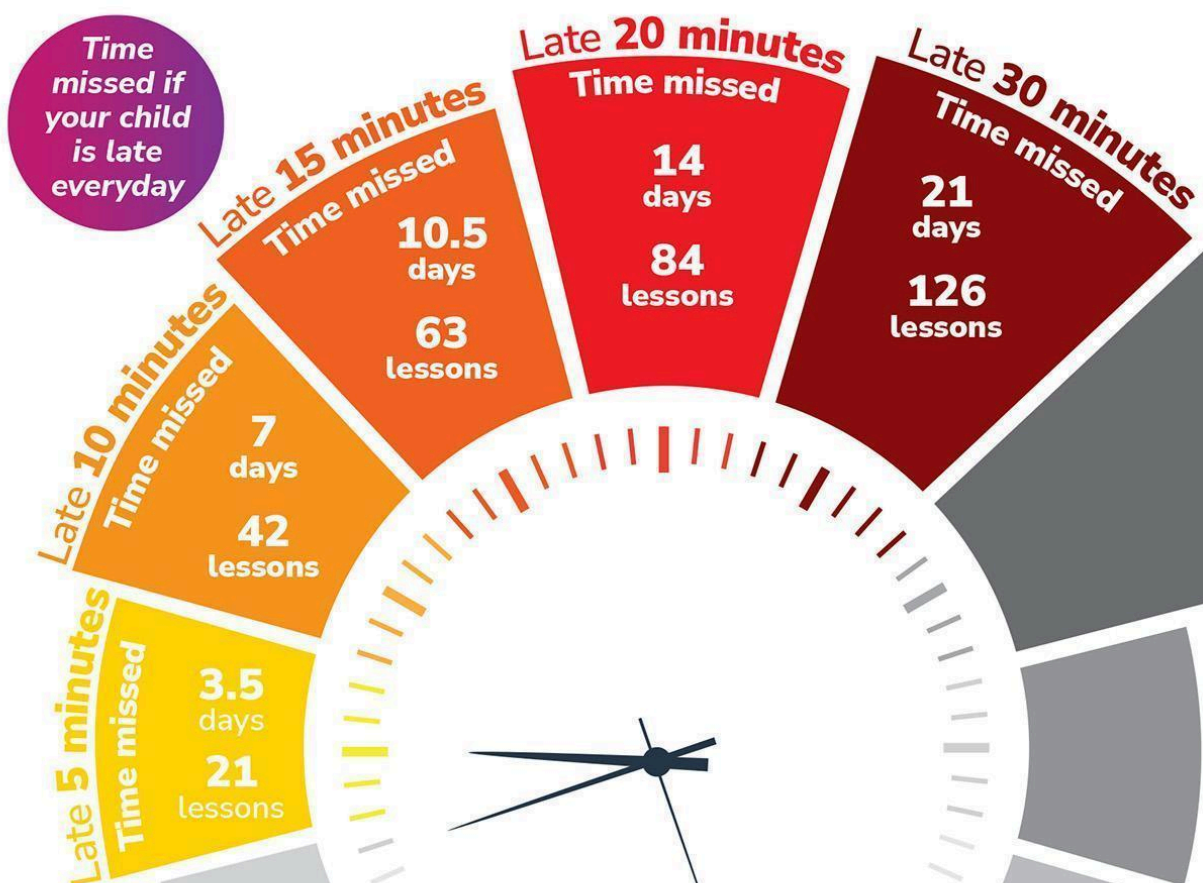


Appendix 3: Punctuality - Primary



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**

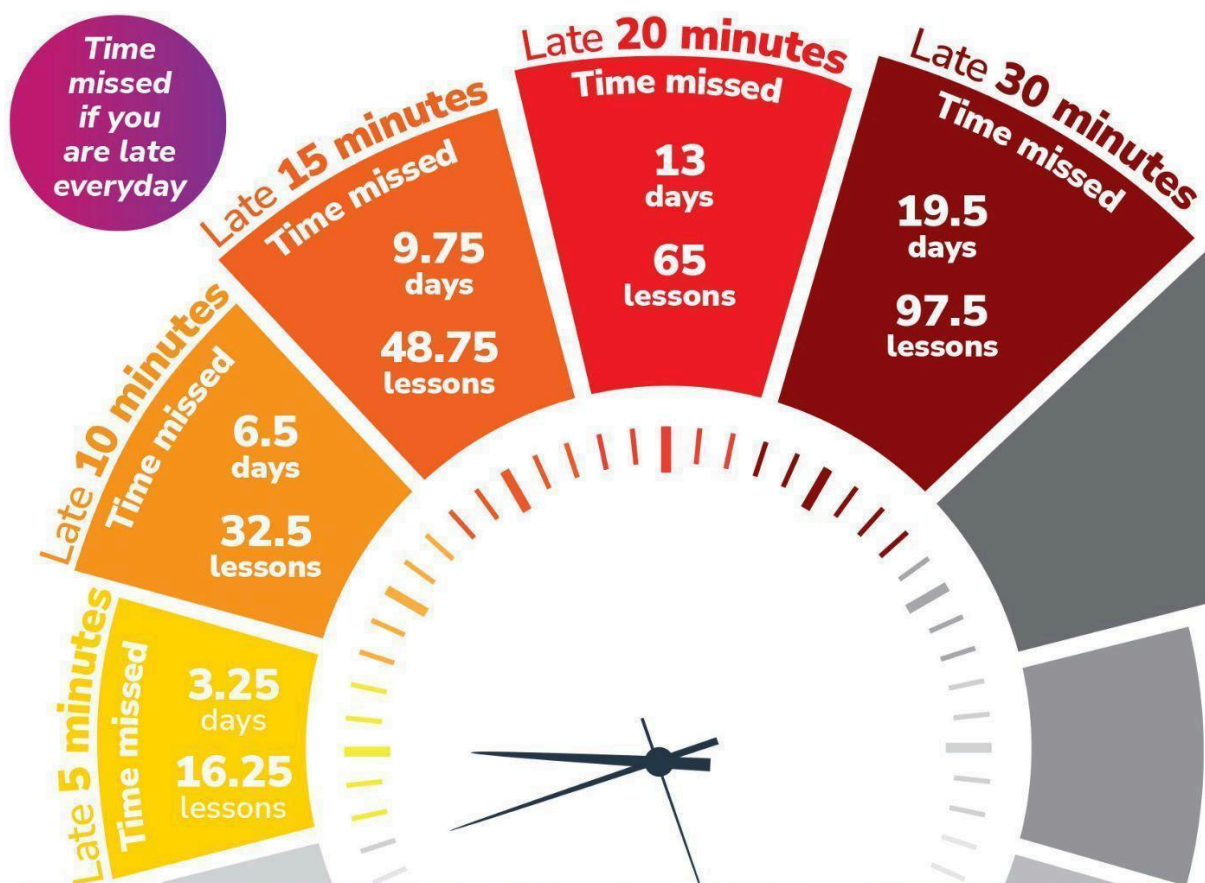


Appendix 4: Punctuality - Secondary



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**