



Forest Park  
Primary  
School part  
of

**ATTENDANCE  
POLICY**

**Orchard  
Community  
Trust**



DATED 1<sup>st</sup> September 2025

| Approved by Governors | Review Date    | Review Date |
|-----------------------|----------------|-------------|
|                       | September 2026 |             |

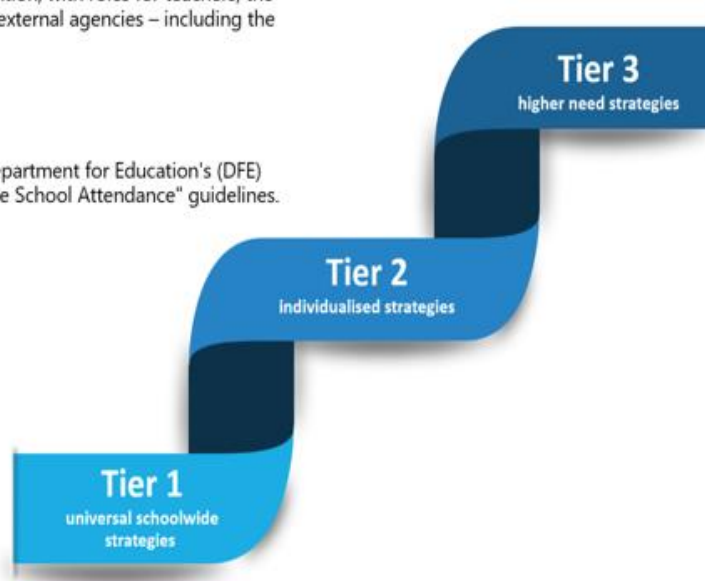
Forest Park Primary School is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

### **A Multi-Tiered System of Support**

**At Forest Park Primary School, we have adopted the Inclusive Attendance tiered approach:**

A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents and external agencies – including the Local Authority.

The system aligns with the Department for Education's (DfE) "Working Together to Improve School Attendance" guidelines.



'Working together to improve school attendance' (August 2024) states that

- Improving attendance is everyone's business.
- Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly, every day that the school is open.

#### **Tier 1**

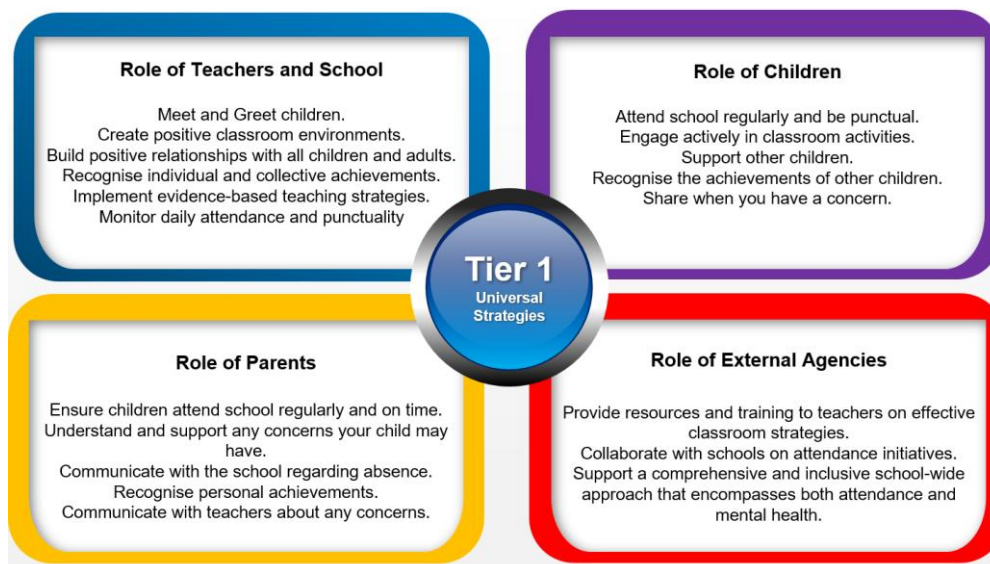
**Universal Approach: Establishing a baseline universal attendance approach that benefits all children.**

We are committed to providing an education of the highest quality for all our pupils and endeavour to provide an environment where all pupils feel the school is a place they want to be.

We create a calm, orderly, safe and supportive environment where all pupils are keen and ready to learn.

Parents/Carers and pupils play a part in making our school successful. Every child has a right to access the education to which he/she is entitled. Parents and Staff of Forest Park Primary School share the responsibility for supporting and promoting excellent school attendance and punctuality for all.

Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance.

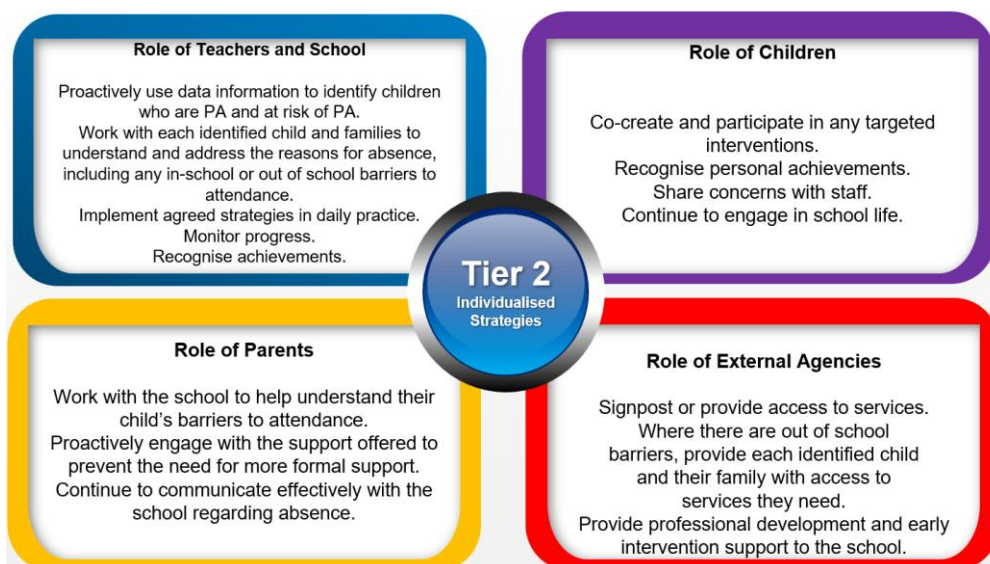


## Tier 2

**Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.**

In the first instance, where attendance has identified as a cause of concern, initial communication will be made with parents/carers to discuss absences to identify and address any barriers that may be causing absences or lates. This will be reviewed as part of the Tier 2 process.

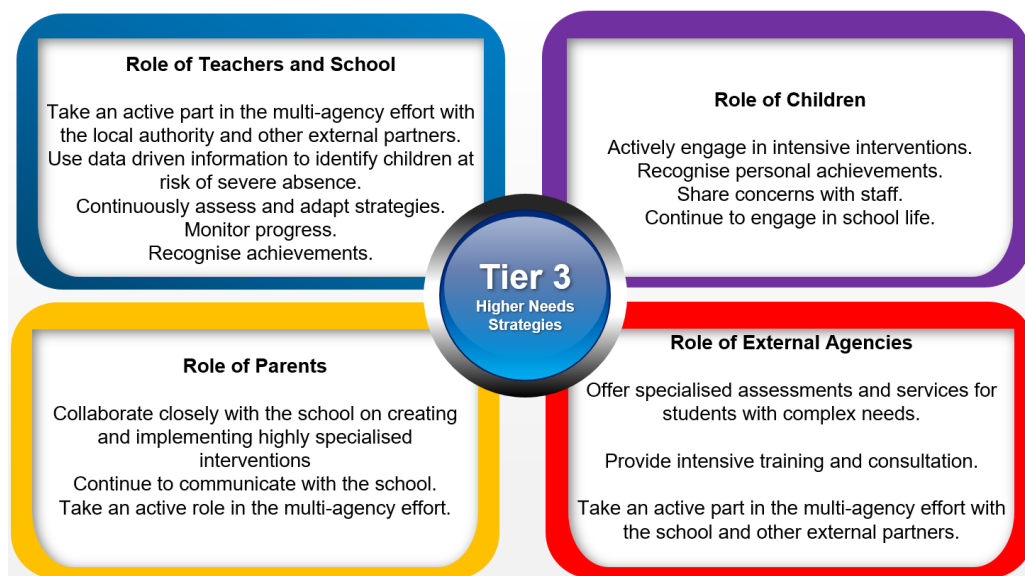
If the absence continues to fall, a letter of concern will be sent and a meeting with the Attendance Team will be arranged, during this meeting we will discuss the previous support offered, make reasonable adjustments, if identified, to the individual strategy plan.



## Tier 3

**(Statutory Action) Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.**

If the issues have not been resolved and attendance continues to fall a Penalty Notice Warning Letter will be issued and may result in a referral to Education Welfare for statutory action.



### Recognition -based Approach

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

In order to do this:

- In the Celebration assembly, four classes will be nominated based upon the highest attendance, the most improved attendance, fewest lates and most improved lates.
- All staff will recognise individuals for overall good attendance and improvement in attendance.
- We will share attendance information with families through our school newsletter.

### The Importance of School Attendance at Forest Park Primary School

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- **Social Development:** School provides a vital social environment for children to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- **Teacher Interaction:** Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- **Academic Achievement:** Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, have higher attainment, and improve their life outcomes.
- **Preventing Knowledge Gaps:** Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.

- **Knowledge Acquisition:** School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable and exciting learning opportunities.
- **Building Routine:** School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- **School Engagement:** Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- **Legal and Parental Responsibility:** Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.
- **Community Well-being:** High levels of school attendance contribute to the overall well-being of communities.

### **Supporting Attendance at Forest Park Primary School**

To address any identified attendance issues effectively, Forest Park Primary School will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

### **Attendance and Punctuality Expectations at Forest Park Primary School**

Regular attendance and punctual arrival are essential for children's learning, wellbeing, and development.

- Pupils are expected to attend school every day unless there is a valid reason.
- As a school we aim for **100% attendance** for each child, and we monitor attendance closely.
- Absences must be reported to the school **on each day** via phone before 9am (01782 234979), email communication to [admin@forestpark.orchardct.org.uk](mailto:admin@forestpark.orchardct.org.uk), or in person at the school office. Parents can share medical evidence to support the child's absence if they wish.
- **Authorised absences** include:  
Illness (with parental notification)  
Medical appointments – it is preferable that these appointments are outside of school hours. To gain a present mark in the register for each session, the child needs to be in the class at the time the register is taken.  
If there are any exceptional circumstances, approval by the Headteacher will be needed.
- **Unauthorised absences** include:  
Leave of absence in term time unless approved  
Absences without explanation  
Lateness after registration has closed
- Children must arrive on time, ready to start learning.
- The school breakfast club opens at 8am for parents who have requested a place for their child (if you require a place, please contact the school office or email [admin@forestpark.orchardct.org.uk](mailto:admin@forestpark.orchardct.org.uk) to see if there any positions available).
- School gates open at 8.30am for all pupils.
- School doors open at 8.40am for all pupils.
- The school gate closes and learning starts at 8.45am for all pupils.
- All pupils are expected to be in school by 8.45am when the gates close, after this time your child is classed as late on the register.
- Parents/Carers are expected to accompany their child to late gate where they will be asked to sign their child in. This will register your child with a late mark on the register. If your child is persistently late a meeting with parents will be held and support put into place where needed.

- Registers close at 8.50am, however if your child arrives after 9.15am they will be marked with a 'U' code which is an unauthorised absence. This will have an impact on their attendance and will be discussed with parents/carers through a meeting with the school's attendance team.
- School finishes at 3.05pm for EYFS, 3.15pm for KS1 and KS2.
- If your child is not collected by 3.20pm, the late collection policy applies.

### **Roles and responsibilities of staff at Forest Park Primary School**

| Name of Staff Member | Roles and Responsibilities                             | Contact Details                                                                                                                                                                                                                      |
|----------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Simon Thomas         | Attendance Champion                                    | If you wish to contact any staff members that have a responsibility for attendance, please contact the school office via email or telephone.<br><a href="mailto:admin@forestpark.org.uk">admin@forestpark.org.uk</a><br>01782 234979 |
| Nicky Bloor          | Attendance Manager/Officer                             |                                                                                                                                                                                                                                      |
| Sherin Vorajee       | Safeguarding Leader (DSL)                              |                                                                                                                                                                                                                                      |
| Sherin Vorajee       | Head Teacher – if different to the Attendance Champion |                                                                                                                                                                                                                                      |
| TBC                  | Governor for School Attendance.                        |                                                                                                                                                                                                                                      |

### **Strategies for Using Data to Target Attendance Improvement Efforts at Forest Park Primary School**

At Forest Park Primary School we will build a whole school culture around attendance, where we strengthen relationships with families, collaborate across schools and external agencies and support to remove barriers to attendance. We will monitor and track daily attendance, and we will identify patterns of attendance and share data with the local authority for joint action (if required).

The attendance team will analyse data in detail using:

- The whole school cohort and Individual year groups.
- Individual pupils.
- Demographic groups, e.g., pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g., pupils with SEND, LAC, and pupils eligible for FSM.
- Pupils who have an allocated social worker or are known to social care.
- A pupil who is absent for prolonged periods, or repeated occasions, which may indicate a safeguarding concern, such as CSE or CCE, particularly county lines.
- Pupils at risk of PA.
- Pupils at risk of SA.
- Inform parents half termly of their child's attendance.

### **Strategy for Reducing Persistent and Severe Absence at Forest Park Primary School**

We will identify children at an early stage who are at risk of becoming persistently absent and severely absent from school.

We will act promptly on data and personalise interventions. These may include:

- Home visits
- In school meetings
- Pastoral support
- Parental engagement
- Individual plans for children/families to support with any barriers they may have
- Have reintegration plans for returning pupils
- Flexible timetables
- Include the voice of the child

## Details of the National Framework for Penalty Notices at Forest Park Primary School

The information below explains the statutory guidance for School Penalty Notices for Attendance. Please note this process does not reset each year, it will escalate with each Penalty Notice issued.



**Penalty Notices will be considered when there have been 10 sessions of Unauthorised absence in a 10-school week period.**

**These Absences can be late after register closes (U), Unauthorised Absences (O) and Unauthorised Term Time leave absences (G). They can also be a combination of any of the above.**

Upon receipt of the referral to Education Welfare, the case will be allocated to an Education Welfare Officer for statutory action. Attendance will be monitored weekly, as outlined in the policy, medical evidence and contact with the school will be scrutinised by the Education Welfare Officer.

Home visits, telephone calls, meetings and letters will be actioned. If attendance continues to be unauthorised a penalty notice fine will be issued.

**The parent/carers has 21 days to pay (£80 per parent, per child), if the fine is not paid after 21 days the fine will double to £160 per parent, per child unless not paid within 28 days. If the fine is not paid within 28 days, the matter will proceed to court.**

The matter would move to an Aggravated Statutory Offence (L4441(a)) if parents/carers have previous convictions for non-school attendance.

Upon receipt of the referral to Education Welfare, the case will be allocated to an Education Welfare Officer for statutory action. Attendance will be monitored weekly, as outlined in the policy, medical evidence and contact with the school will be scrutinised by the Education Welfare Officer.

Home visits, telephone calls, meetings and letters will be actioned. If there is no improvement in attendance

an attendance review meeting is held with the Education Welfare Officer, the EWO manager, a representative from school and parents/carers. The case will proceed to court; this then carries a heavier fine, possible custodial sentence and it results in a criminal conviction.

### **Removal from roll of Forest Park Primary School/ Children missing in Education (CME)**

This policy has been written in accordance with the guidance set out in the Stoke-on-Trent Council Promoting Regular School Attendance – Children Missing Education (CME) which can be on the school website.

If your child is not seen and contact has not been established with you or any of the named parent/carers at on the 5<sup>th</sup> day of absence day, Forest Park Primary School will begin the CME procedure as set down by The Local Authority's Guidance. We will make all reasonable enquires to establish contact with parents and the child including making enquires to known friends and wider family. On the 10<sup>th</sup> day a formal referral will be made to the L.A. CME team. If a child does not attend school for 20 consecutive days, a letter will be sent to parents/carers stating that the child will be off rolled from Forest Park Primary School, (this may be from a leave of absence, move of area or a move out of the UK).

Help us to help you and your child by making sure we always have an up-to-date contact number. There will be regular checks on telephone numbers throughout the year.

### **Pupils Moving to a New Address and/or School**

Parents/Carers are required to update school if the family/child are moving to a new address, either by contacting the school via email or completing an update information form from the school office. This is to ensure the safeguarding of all children and the school's admission register is correct.

If you wish to change school throughout the academic year you must complete an in-year transfer form which is available from any school office or online. Once the child is placed at the new school, they will be off rolled at Forest Park Primary School.

### **Elective Home Education**

Elective Home Education (EHE) is an option that some parents choose after removal from roll, where they take responsibility for providing education to their child at home.

If you are considering this, please come and speak with one of the attendance team or the Headteacher. The Local authority will then be informed if you decide upon this option and they will contact you. School will then be guided to off roll your child from school.

### **Day-to-Day Processes for Managing Attendance at Forest Park Primary School**

- Registers are taken electronically, each morning and afternoon session. They are then checked and coded in line with the DfE attendance codes, please refer to the appendix for coding.
- Absences will be followed up with parent/carers by telephone/ email and texts.
- Lates will be recorded on the registers as 'L' or 'U' (dependent on time stated above).
- We will continue to gain contact with parents/ carers throughout the day if there is no contact, within the morning session.
- Children will be signed in and out of school by a member of staff using Inventry, as required.

### **First Day Calling and Safeguarding at Forest Park Primary School**

At Forest Park, attendance is regularly monitored, and data is analysed by the attendance team.

As part of daily and weekly monitoring school will:

- Call on the first day of absence, if the absence has not been called in by parents/carers. If there is no contact made via telephone, a text message will sent to the first contact on the child's records. If there is no contact made, then an unauthorised absence will be recorded.

- On the second day of absence, if there has been no contact with parents or carers, contact will be tried again with all contacts on the child's records, a text message to contact 1 and the attendance team will complete a home visit to ascertain the reason for the child's absence. A calling card will be left at the home address, requesting contact be made with the school.
- On the third day of absence, there will be a home visit from the attendance team if no contact was made previously. Again, a calling card will be left requesting contact. An email and text will be sent to the registered email address and contact 1.
- By day 5 a CME (Child Missing in Education) referral process will be started to the Local Authority. This will state the contact attempts made and the results of these contacts, attendance percentages as well as the last date the child/children were in school and any other details that may be relevant.
- We will continue to attempt contact via calls, texts, emails and home visits until the 20<sup>th</sup> day of absence. Upon the 20<sup>th</sup> day of absence, the child will be taken off roll from Forest Park Primary and a new application to either Forest Park Primary or another educational establishment will need to be completed by parents/ carers upon any return.

### Requesting Absence Leave

Parents must request a leave of absence at least 4 weeks before the planned leave. A request form is available from the school office.

A discussion will be had with the attendance team to discuss the reason and length of the absence. During the discussion parents will be informed of the possible outcomes and the process of referrals.

The request will then be placed with the head teacher, who will follow the statutory guidance dated August 19<sup>th</sup> 2024. Parents will be informed of the outcome of the request by letter and/or telephone.

Leave in term time is not authorised and will be marked as a 'G' code on the register, this will then be referred into Education Welfare.

If there is no permission requested, a suspected leave of absence letter will be sent to the parents asking for a reason of the absence, stating if there is no contact made an automatic referral to Education Welfare will be sent. If there is contact, a decision will be made by the Headteacher, and the parent will be informed.

**If a child is absent from school for 20 consecutive days following the start of the first day of absence, they will be taken off roll at the end of the 20<sup>th</sup> school day and so will lose their position at Forest Park Primary School and the parent/carers will need to reapply to Forest Park or apply to another educational establishment upon their return.**

Following the safeguarding procedures within school this will be reported to the local authority as set out in the Stoke-on-Trent Council Promoting Regular School Attendance – Children Missing Education (CME) guidance.

## Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

### **Persistent Absence (PA):**

**Definition:** Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.

**Threshold:** In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.

### **Risk of Persistent Absence:**

**Definition:** The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.

**Threshold:** While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

### **Severe Absence (or Severe Persistent Absence):**

**Definition:** The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.

**Threshold:** Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.

## **Absence Definitions**

- Arrival at school after the register has closed
- Not attending school for any reason

### **Authorised Absence**

- An absence for sickness for which the school has granted leave
- Medical or dental appointments which unavoidably fall during school time for which the school has granted leave
- Religious or cultural observances for which the school has granted leave
- An absence due to a family emergency

### **Unauthorised Absence**

- Leaving school for no reason during the day
- Preparation and celebration of an event
- Parents keeping children off school unnecessarily or without reason
- Truancy before or during the school day
- Absences which have never been properly explained
- Arrival at school after the register has closed
- Absence due to shopping, looking after other children or birthdays
- Absence due to day trips and holidays in term-time which have not been agreed
- Haircuts
- Collection of school uniform

## **Policies and Practice**

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. We adhere to the following key attendance acts in the UK:

**Education Act 1996:** The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

**Education (Pupil Registration) Regulations 2006:** These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

**Education (Pupil Registration) (England) (Amendment) Regulations 2013:** These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

**School Attendance Code of Practice:** The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

**Local Authority School Attendance Guidance:** Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

**Department for Education (DFE) Guidance:** The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

**Child Employment Legislation:** Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

**Children Missing Education (CME) Statutory Guidance:** This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

Section 19 of the Education Act 1996 (England and Wales) outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

### **Additional Policies aligned to the Attendance Policy at Forest Park Primary School**

- Behaviour Policy
- Teaching and Learning Policy
- Safeguarding Policy
- Mental Health Policy
- SEND Policy
- Pupil Premium Policy
- Children with Medical Needs Policy

### **Roles and Responsibilities**

#### **Teachers and Teaching Assistants**

| Responsibility        | Teachers                                                                 | Teaching Assistants                                                      |
|-----------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Monitoring Attendance | Maintain accurate daily attendance records.<br>Report any patterns seen. | Maintain accurate daily attendance records.<br>Report any patterns seen. |

|                                            |                                                                                                                                                            |                                                                                                                                                         |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Promoting Punctuality                      | Encourage students to arrive on time and minimise disruptions.                                                                                             | Reinforce the importance of punctuality in children.                                                                                                    |
| Taking Immediate Action                    | Act upon the data shared by the attendance team with parents/carers and children.                                                                          | Report any concerns.                                                                                                                                    |
| Early Intervention                         | Identify patterns of poor attendance and intervene early.                                                                                                  | Encourage and promote attendance with children in school.                                                                                               |
| Maintaining Communication                  | Communicate with parents about attendance concerns.                                                                                                        | Inform parents of concerns and collaborate on solutions.                                                                                                |
| Providing Support                          | Provide academic and emotional support to improve attendance and to communicate with the attendance team.                                                  | Offer individualised support and address attendance barriers when directed by the attendance team.                                                      |
| Setting Expectations                       | Set clear expectations for attendance and punctuality.                                                                                                     | Uphold the clear expectations for attendance and punctuality.                                                                                           |
| Creating a Welcoming Classroom Environment | Create a positive and engaging classroom atmosphere.                                                                                                       | Build supportive and engaging relationships to encourage attendance.                                                                                    |
| Identifying Barriers                       | Identify and report barriers.                                                                                                                              | Report any barriers they see.                                                                                                                           |
| Implementing School Policies               | Adhere to and implement school attendance policies.                                                                                                        | Adhere to and implement school attendance policies.                                                                                                     |
| Attendance Records                         | Support and action any identified actions from the attendance team.                                                                                        | Support any identified actions from the attendance team.                                                                                                |
| Collaboration                              | Work with staff to address attendance concerns.                                                                                                            | Collaborate on attendance strategies.                                                                                                                   |
| Supporting Positive Behaviour              | Reinforce positive behaviour related to attendance.                                                                                                        | Reinforce positive behaviour related to attendance.                                                                                                     |
| Safeguarding                               | Report any safeguarding concerns promptly.                                                                                                                 | Report any safeguarding concerns promptly.                                                                                                              |
| Professional Development                   | Engage in professional development to address attendance.                                                                                                  | Participate in professional development for attendance support.                                                                                         |
| Role Modelling                             | Demonstrate punctuality and professional commitment.                                                                                                       | Serve as role models through punctuality and professionalism.                                                                                           |
| Reinforcing Expectations                   | Remind children of attendance policies and expectations.                                                                                                   | Remind children of attendance policies and expectations.                                                                                                |
| Supporting Students with Special Needs     | Consistent discussions with parents/carers.<br>Ensure support for children with special needs to attend school as directed by the SEND or attendance team. | Support discussions with parents/carers.<br>Ensure support for children with special needs to attend school as directed by the SEND or attendance team. |
| Promoting Engagement                       | Encourage, promote and engage all parents/ carers and children and provide support where needed.                                                           | Engage all children in learning and provide academic support.                                                                                           |
| Recognition of Attendance                  | Participate in recognising and celebrating children's attendance.                                                                                          | Participate in recognising and celebrating children's attendance.                                                                                       |

#### Attendance team

| Responsibility Area                | Why It Matters                                                                                                                  | Suggested Actions                                                                                             |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Data Analysis & Early Intervention | Identifying patterns (e.g., persistent absence in specific year groups or vulnerable demographics) allows for targeted support. | Use Arbor/Insight tools to generate weekly reports and flag at-risk students early.<br>Share data with staff. |

|                                     |                                                                                              |                                                                                                                                      |
|-------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Supporting Families                 | Building trust with families can uncover hidden barriers (e.g., transport, health, housing). | Schedule regular parent meetings, offer flexible communication channels, and collaborate with pastoral teams.                        |
| Mentoring & Coaching                | Personalised support helps students feel seen and valued.                                    | Assign mentors or attendance buddies for students with recurring absences.                                                           |
| Interventions & Incentives          | Positive reinforcement can shift attitudes toward attendance.                                | Create termly reward schemes (e.g., certificates, assemblies, small prizes) and celebrate improvements, not just perfect attendance. |
| Staff Training                      | Empowering all staff to spot and act on attendance issues creates a whole-school approach.   | Run CPD sessions linked to Inclusive Attendance on attendance strategies, safeguarding links, and how to engage reluctant families.  |
| Safeguarding Integration            | Poor attendance can be a symptom of deeper issues.                                           | Ensure attendance data is reviewed alongside safeguarding concerns in weekly pastoral meetings.                                      |
| Community Engagement                | External support can address root causes of absence.                                         | Partner with local services (e.g., housing, CAMHS, food banks) to support families holistically.                                     |
| Promoting a Positive School Culture | A welcoming, inclusive environment encourages attendance.                                    | Use student voice to shape school culture, celebrate diversity, and ensure every child feels safe and supported.                     |

### Role of Governors/ Trustees

| Responsibility Area        | Description                                                                                        |
|----------------------------|----------------------------------------------------------------------------------------------------|
| Policy Development         | Collaborate with leadership to create and review attendance policies aligned with legal standards. |
| Statutory Compliance       | Ensure the school meets all legal obligations regarding attendance.                                |
| Strategic Oversight        | Treat attendance as a strategic priority and monitor it as a performance indicator.                |
| Monitoring Attendance Data | Regularly review data to identify trends, concerns, and areas needing intervention.                |
| Accountability             | Hold school leaders accountable for attendance outcomes and improvement strategies.                |
| Policy Implementation      | Ensure attendance policies are applied consistently across the school.                             |
| Setting Targets            | Work with school leaders to set realistic and ambitious attendance goals.                          |
| Reviewing Interventions    | Evaluate the impact of attendance improvement strategies and interventions.                        |
| Parental Engagement        | Support initiatives to involve parents in promoting regular attendance.                            |
| Training and Development   | Ensure staff receive training on attendance monitoring and intervention techniques.                |

|                        |                                                                                                               |
|------------------------|---------------------------------------------------------------------------------------------------------------|
| Safeguarding           | Address safeguarding concerns linked to poor attendance in collaboration with the DSL/DDSL/Safeguarding Team. |
| Community Links        | Build partnerships with external agencies to support students facing attendance challenges.                   |
| Challenge and Support  | Provide constructive challenge and support to school leadership on attendance matters.                        |
| Continuous Improvement | Promote ongoing evaluation and enhancement of attendance practices.                                           |

### Role of Senior Staff

| Responsibility Area          | Description                                                                                      |
|------------------------------|--------------------------------------------------------------------------------------------------|
| Leadership                   | Lead by example, emphasising the importance of regular attendance and setting high expectations. |
| Policy Development           | Develop, review, and implement attendance policies aligned with statutory requirements.          |
| Monitoring and Reporting     | Analyse attendance data to identify trends and measure the impact of improvement strategies.     |
| Setting Expectations         | Define clear roles and responsibilities for staff in monitoring and promoting attendance.        |
| Professional Development     | Provide training for staff to improve attendance monitoring and intervention skills.             |
| Early Intervention           | Identify students with attendance issues early and implement targeted support strategies.        |
| Parental Engagement          | Encourage communication and collaboration with parents to address attendance challenges.         |
| Data Analysis                | Use data to set targets, track progress, and inform strategic decisions.                         |
| Supporting Vulnerable Pupils | Ensure appropriate support for students with medical, SEN, or safeguarding concerns.             |
| Recognising Attendance       | Implement incentives and recognition programmes to promote good attendance.                      |
| Enforcing Policies           | Apply attendance policies consistently and communicate consequences of poor attendance.          |
| Safeguarding                 | Address safeguarding concerns related to attendance in collaboration with the DSL.               |
| Continuous Improvement       | Regularly assess and refine attendance strategies for sustained improvement.                     |
| Promoting a Positive Culture | Foster a school environment that motivates and celebrates regular attendance.                    |

### Role of Parents/Carers

| Responsibility Area                 | Description                                                                               |
|-------------------------------------|-------------------------------------------------------------------------------------------|
| Establish a Routine                 | Create consistent daily routines to support punctual and regular attendance.              |
| Communicate with the School         | Notify the school promptly about absences and maintain open communication.                |
| Ensure a Healthy Lifestyle          | Promote health through nutrition, sleep, and exercise to reduce illness-related absences. |
| Positive Attitude Towards Education | Encourage enthusiasm and value for learning.                                              |
| Set Expectations                    | Clearly communicate the importance of regular attendance to children.                     |
| Attend Parent-Teacher Conferences   | Engage in meetings to discuss progress and attendance concerns.                           |
| Monitor Progress                    | Track attendance and academic performance to identify issues early.                       |
| Address Bullying or Safety Concerns | Work with the school to resolve any issues affecting attendance.                          |
| Lead by Example                     | Model punctuality and responsibility in daily life.                                       |
| Stay Informed                       | Understand school policies and consequences of poor attendance.                           |
| Seek Support if Needed              | Access help from school or external agencies when challenges arise.                       |
| Collaborate with the School         | Work together with school staff to improve attendance outcomes.                           |

### Role of Pupils

| Responsibility Area            | Description                                                               |
|--------------------------------|---------------------------------------------------------------------------|
| Commitment to Learning         | Understand the value of education and attend school regularly.            |
| Punctuality                    | Arrive at school on time to avoid missing important activities.           |
| Positive Attitude              | Engage positively with school and learning experiences.                   |
| Responsibility                 | Complete homework and bring necessary materials to school.                |
| Communication                  | Inform parents about reasons for absence so they can notify the school.   |
| Peer Relationships             | Build supportive friendships to make school more enjoyable.               |
| Participation                  | Take part in classroom activities and discussions.                        |
| Safety Awareness               | Follow school safety rules and report concerns.                           |
| Respect for Teachers and Staff | Show courtesy and follow instructions to maintain a positive environment. |

## **Safeguarding Children and Attendance at Forest Park Primary School**

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow ***Keeping Children Safe In Education*** guidance to ensure safe practices.

### **Review**

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

## **Appendix 1**

### **Coding Attendance in line with DFE guidance 2024:**

#### **Code /\ (Present at the school):**

- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

#### **Code L (Late arrival before the register is closed):**

- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

#### **Code K (Attending education provision arranged by the local authority):**

- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.
- Schools must record the nature of the provision and ensure notification of absences.

#### **Code V (Attending an educational visit or trip):**

- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

#### **Code P (Participating in a sporting activity):**

- Pupil attends an approved educational sporting activity.

- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

**Code W (Attending work experience):**

- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.

**Code B (Attending any other approved educational activity):**

- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

**Code D (Dual registered at another school):**

- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

**Code C1 (Leave of absence for regulated performance or employment abroad):**

- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.
- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

**Code M (Leave of absence for medical or dental appointment):**

- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

**Code J (Leave of absence for interview for employment or admission):**

- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized

**Code S (Leave of absence for studying for a public examination):**

- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

**Code X (Non-compulsory school age pupil not required to attend school):**

- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

**Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):**

- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

**Code C (Leave of absence for exceptional circumstances):**

- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

**Code T (Parent traveling for occupational purposes):**

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

**Code R (Religious observance):**

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

**Code I (Illness - not medical or dental appointment):**

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

**Code E (Suspended or permanently excluded and no alternative provision made):**

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

**Code Q (Unable to attend school because of a lack of access arrangements):**

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

**Code Y1 (Unable to attend due to transport normally provided not being available):**

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

**Code Y2 (Unable to attend due to widespread disruption to travel):**

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

**Code Y3 (Unable to attend due to part of the school premises being closed):**

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

**Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):**

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.
- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

**Code Y5 (Unable to attend as pupil is in criminal justice detention):**

- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

**Code Y6 (Unable to attend in accordance with public health guidance or law):**

- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

**Code Y7 (Unable to attend because of any other unavoidable cause):**

- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

**Code G (Holiday not granted by the school):**

- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

**Code N (Reason for absence not yet established):**

- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

**Code O (Absent in other or unknown circumstances):**

- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

**Code U (Arrived in school after registration closed):**

- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

**Administrative Code Z (Prospective pupil not on admission register)**

Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.

- Aims to streamline administrative processes.