

LEEDS CHILDREN'S SERVICES

BRAMHOPE PRIMARY SCHOOL ATTENDANCE POLICY

Academic Year 2024-25

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Should any organisations outside of the Leeds Local Authority incorporate large sections of this policy without alteration please make acknowledgement of this.



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This Attendance Policy is available on the school website and is reviewed and ratified annually by the governing body/board of trustees or as events or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Headteacher	Senior Attendance Champion (SLT)	Nominated Governor Attendance	Chair of Governors
2024-25	Rachel Colbourn	Richard Street	Ian Wrightson	Ian Wrightson

Policy Review date	Date Ratified by governors	Date Shared with staff
September 2024	September 2024	September 2024

School Name	Bramhope Primary School
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Attendance Target	97%
School opens at	8.45am
Registers close at	9am

Bramhope Primary School

Attendance Policy

1. Contact List – September 2024

Role / Agency	Name and role	Contact Details
Headteacher/Principal	Rachel Colbourn	0113 267 1222 Rachel.colbourn@bramhopeprimaryschool.co.uk
Senior Attendance Champion SLT	Richard Street	0113 267 1222 Richard.street@bramhopeprimaryschool.co.uk
Attendance Officer	Richard Street	0113 267 1222 Richard.street@bramhopeprimaryschool.co.uk
Governor with responsibility for Attendance	Ian Wrightson	0113 267 1222
Chair Of Governors	Ian Wrightson	0113 267 1222
School Office	Lisa Mathie	0113 267 1222 admin@bramhopeprimaryschool.co.uk
Parent liaison/Pastoral Support	Caroline Judd	0113 267 1222 Caroline.judd@bramhopeprimaryschool.co.uk
School Attendance Service (SAS)	Queries relating to attendance	0113 3785994 Schoolattendanceservice@leeds.gov.uk
Elective Home Education (EHE)	Queries around Elective Home Education	EHE@leeds.gov.uk
Children Missing Education (CME)	Referrals for children missing education	0113 378 9686 CME@leeds.gov.uk
Education Safeguarding Team	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk

Attendance Policy

2. Policy Statement

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

Bramhope Primary School aims to work in partnership with parents and other agencies to ensure that every child can get the best out of the educational opportunities provided.

By working in partnership with parents and other agencies, we ensure that we have clear and robust strategies in place to manage and promote regular attendance for all students at Bramhope Primary School.

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

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

3. Aims

3.1 The school aims to ensure that:

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

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

4. Legislation and guidance

4.1 This policy is based on the Department for Education's guidance, [Working together to improve school attendance \(applies from 19 August 2024\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/123456/Working_together_to_improve_school_attendance_applies_from_19_August_2024.pdf) (publishing.service.gov.uk)

4.2 The Education Act 1996 states that:

- All pupils of compulsory school age receive a suitable full-time education by regular attendance at school or otherwise.
- The Local Authority must provide school places to parents who wish their children to be educated at school.

- The school must complete attendance registers at the beginning of the morning session and during the afternoon session.
- The school must report to the Local Authority pupils who are absent for more than ten days without explanation.
- The Local Authority has a duty to ensure that parents fulfil their legal responsibilities.
- Failure by parents to ensure the regular attendance at school of a registered pupil is an offence punishable by law.

[Education Act 1996 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1996/56) - Part 6

[Education Act 2002 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2002/26) - Part 3

5 Partnership Expectations

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

6 Roles and responsibilities

6.1 Headteacher

The Head is responsible for:

- Ensuring every member of staff knows and understands their responsibilities for safeguarding and how this links with poor school attendance – ensuring compliance with Keeping children Safe in Education 2024. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/91222/Keeping-children-safe-in-education-2024.pdf)

- Developing good support for children with medical conditions (including the use of individual healthcare plans), mental health problems and special educational needs (SEND). Ensuring compliance with Statutory Guidance for governing bodies of maintained schools and proprietors of academies in England December 2015 - Supporting pupils at school with medical conditions - [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Ensuring every member of staff knows and understands their responsibilities for attendance.
- Ensuring accurate completion of admission and attendance registers.
- Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and whole school attendance.
- Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Ensuring all staff are aware of any potential safeguarding issues, ensuring joint working between the school, Children's Social Work Services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.
- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring and analysing data and trends.
- Reporting to the Governing Body and Trusts the attendance figures and progress to achieving the set targets.
- Reminding parents of their commitment to this policy.
- Building and modelling respectful relationships with staff, pupils, families, and other stakeholders to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Sharing information on and working collaboratively with other schools in the area/cluster, LAs, and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

6.2 The School Senior Attendance Champion (Designated Safeguarding Lead/ Deputy Safeguarding Lead)

The School Senior Attendance Champion is responsible for:

- Implementing the policy with the Head.
- Offering a clear vision for attendance improvement.
- Championing and improving attendance.
- Ensuring the practice that is in place to address persistent and severe absence is robust.
- Evaluating and monitoring expectations and processes
- Oversight of data analysis -

- Monitoring and analysing attendance data regularly to allow early intervention to address issues. This includes, raising concerns with other agencies like children's social care and early help services which are working with families.
- Robust school systems are in place which provide useful data at cohort, group, and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups such as:
 - children who have a social worker including looked-after children
 - young carers
 - children who are eligible for free school meals
 - children who speak English as a second language
 - children who have special educational needs and disabilities
- Keeping the Head and all school staff informed of attendance figures and trends by providing regular reports to enable them to track the attendance of pupils and to implement attendance procedures.
- Compiling attendance data for the Head, the Governing Body and the Local Authority.
- Ensuring a positive working relationship with the School Attendance Service is fostered, including attending Attendance Targeted Support Meetings.
- Communicating messages to pupils and parents.
- If required, holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Undertaking home visits in line with school's safeguarding responsibilities to engage families and ensure children are safe.
- Identifying pupils who need support from wider partners as quickly as possible and make the necessary referrals.
- Making sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.

6.3 Teaching staff

Teaching staff are responsible for:

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

- Modeling respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should:
 - treat pupils with dignity
 - build relationships rooted in mutual respect and observe proper boundaries
 - take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence
 - handle confidential information sensitively
 - understand the importance of school as a place of safety where pupils can enjoy trusted relationships with staff and pupils, particularly for children with a social worker and those who have experienced adversity
 - communicate effectively with families regarding pupils' attendance and well-being
- Rehearse and reinforce attendance and punctuality expectations continually.
- Emphasize the importance of attendance and its impact on attainment.
- Promote the next lesson and the sequence of the lesson to motivate pupils to be in the classroom.
- Promote engagement and celebrate progress but continue to outline sanctions.
- Apply engagement practices and sanctions consistently.
- Work with the administrative staff to help follow up on absence and lateness with pupils to identify barriers and reasons for absence.
- Contact parents and carers regarding absence and punctuality.
- Support the attendance champion in identifying issues, intervening early, and help set targets.
- Periodically review practice and consistency both across and between departments.
- Proactively promote attendance practice as part of staff induction.
- Consider the individual needs and vulnerabilities of pupils.

6.4 Attendance, administrative and pastoral staff

Attendance, administrative and pastoral staff are responsible for:

- Ensuring the recording of attendance and absence data is accurate.
- Ensuring robust day-to-day processes are in place.
- Tracking and following up absence and poor punctuality (implement punctuality routines such as late gate or sign in procedures).
- Providing appropriate support and challenge to establish good registration practice.
- Carrying out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues without explanation, further contact should be made to ensure safeguarding.
- Identifying any absences that are not explained for each session and contacting parents to understand why, and when the pupil will return to school.
- Where absences are recorded as unexplained in the attendance inputting the correct code as soon as the reason is ascertained, but no later than 5 school days after the session.
- Keeping parents informed on a regular basis of their child's attendance and absence record (this should be communicated to parents in an easy-to-understand format and percentage headlines should be avoided. For example, concentrate on the amount of time missed and the impact on the pupil's learning).
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identifying pupils who need support from wider partners as quickly as possible and making the necessary referrals.

- Undertaking home visits in line with safeguarding responsibilities to engage families and ensure children are safe.
- Identifying and, where possible, mitigating potential barriers to good attendance in liaison with families and relevant support agencies.
- Implementing children missing education (CME) procedures when appropriate.
- Where pupils have additional vulnerabilities, which may require multi-agency meetings trying to arrange those meetings outside of lesson time, where possible.

For pupils at risk of persistent or severe absence

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

For pupils who are persistently or severely absent

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

7 Attendance procedures

7.1 Registration

- Registration takes place each morning at 8.45 am and each afternoon at 1.00 pm by the teacher responsible for the class for that teaching session.
- Class teachers will enter a present mark (/) on the register for each pupil present and an absent mark for any pupil that is absent.
- National codes are used to record attendance and absence in a consistent way.

7.2 Responding to lateness

- Pupils arriving in the classroom after 8.55am when the register has been taken are deemed to be late and will be marked as L code.
- After 9.00am and 1.30pm the pupil is deemed to be Late/absent. Any pupil arriving in school after these times will be marked U. In case of emergency the register

shows the pupil is on the premises, but they will not receive a present mark toward their overall attendance.

- Parents/carers will be contacted by school if their child is persistently late.

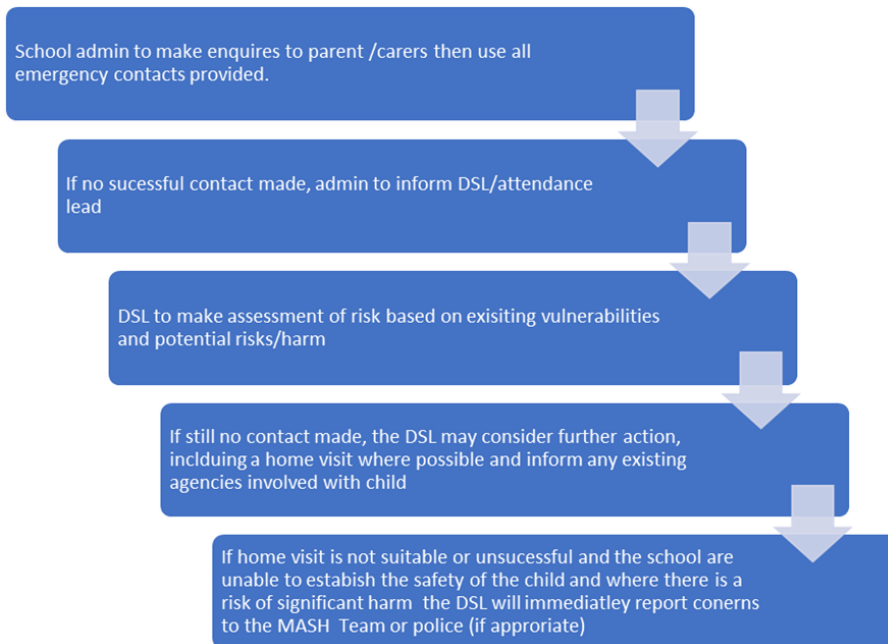
7.3 Responding to absence

- Repeated absences will lead to detailed monitoring by the school attendance staff.
- Targets for improvement will be clear and communicated to pupil and parent or carer.
- School will organise support to remove barriers to regular attendance.
- School will organise meetings with parents or carers to review and improve attendance.
- If attendance does not improve, school will refer to the local authority for legal action.

7.4 First Day Procedures for Non-Attendance

- Registration is from 8.45 to 9am. If a child fails to attend within this period the school must establish the reason for the absence and mark the attendance register accordingly. Therefore, parents/carers must inform school of their child's non-attendance by 8.30am via telephone/text/email.
- If school is not informed of the reason for absence within the specified timescale the office staff will follow up via telephone or email, using all emergency contact details available if necessary.
- If the office is unable to contact parents/carers or establish the reason for absence the office will contact the attendance officer/Designated Safeguarding Lead (DSL). Continued attempts will be made to contact the parents/carers.
- The attendance officer/DSL will review the non-attendance along with any other relevant information to consider any further action. If there are concerns about the welfare of the child a home visit may be used to verify the safety of the child. This will be based on the known and potential risks for that individual. These risks could include previous concerns, information gathered from other sources, patterns of non-attendance and existing vulnerabilities.
- Contact should continue be sought via telephone alongside a home visit. A home visit must be completed by two members of staff and in line with the school's safeguarding and staff code of conduct policies.
- For children who are already working with other professionals, contact should be made with the case worker, social worker or family worker prior to a home visit where possible to establish any additional information or risks.
- If contact at the home visit is unsuccessful, and there are increased concerns for the child's welfare, the DSL may consider requesting another agency, or the police in an emergency, to do a welfare check, if it is felt that a child is at significant risk of harm the DSL will make a referral to the local authority Multi agency screening team/hub (Leeds Front Door Safeguarding Hub).

7.5 Flow chart for following up unexpected non-attendance



7.6 Leave of Absence

- Occasionally, parents request leave of absence during term time. This should be done formally, using the exceptional leave of absence form, available from the school office. DFE and L.C.C. policy states that leave of absence cannot be granted by Headteachers unless there are exceptional circumstances. Requests should be made to the Headteacher at least 4 weeks in advance of the absence and each application will be considered individually before any leave is granted.
- All parents are aware that there is no right to any leave or holiday in term time. The granting of leave of absence in school term is, by law, a matter of consideration and decision by the school. Leave of absence is granted entirely at the Headteacher's discretion. DFE guidance states that, as a general guide, any activity, holiday or event that can be arranged during the annual 13-week holiday should not be authorised.
- When considering leave requests, the school may liaise with other schools where siblings may attend. This allows for a consistent approach to authorising absence. Following a request for leave of absence, parents will be notified in writing if the absence is authorised or not authorised. If leave is granted, then the letter will state the number of days a child is authorised to be absent from school.
- There are Local authority procedures that need to be followed if a child does not return to school by the date specified on the request. In accordance with DFE policy, leave of absence due to religious observance will be authorised. Parents will also be notified in writing if the absence is unauthorised and will be advised that, if the absence is taken, this may lead to a Penalty Notice being issued by the local authority.

7.7 Responding to Persistent or Severe Absence

- Persistent absence is where a pupil misses 10% or more of school sessions.
- Severe absence is where a pupil misses 50% or more of school sessions.
- For pupils who are persistently or severely absent, the school will work with the local authority to access wider support services to help remove the barriers to attendance.
- The school will formalise support if absence shows no sign of improving.

7.8 Working with the Local Authorities School Attendance Service

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

8 Authorised and unauthorised and absence

8.1 Authorised absence

Authorised absence is defined as:

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

8.2 Absences for Illness or Medical Appointments

- Parents are encouraged to book medical appointments outside of school hours where possible. The formal end of the school day is 3:15pm providing adequate time for medical appointments after this time. If this is not possible, parents are asked to notify school before the appointment so that the attendance register can be amended to show why the child is not in school and to provide a scanned copy of the medical appointment letter.
- Parents know to contact school on the first day of absence through illness. They should also contact school every day following this, if their child remains absent. The administrator will ask the parent to describe the symptoms and these will be noted on our register. If pupils have experienced any vomiting or diarrhoea, they cannot return to school for 48 hours

8.3 Unauthorised absence

Unauthorised absence is defined as:

- Being late after the registers have closed - ‘U’ code
- Staying at home to care for younger children or sick relatives
- Going shopping or having a haircut
- Where no explanation is offered by the parent or carer
- Where the school is not satisfied with an explanation offered
- Special occasions e.g. birthdays/weddings

- Holidays/leave in term time
- Taking the rest of the day off before or after a medical appointment
- Translating for family members
- Visiting sick relatives
- Exceptional term time leave longer than agreed by the Headteacher

8.4 Procedures for recording unauthorised absence

- Messages that are taken via the school office relating to pupil absence are put onto the system as quickly as possible so that teachers can see why a pupil is absent. If no reason has been given for absence, then this will show up as 'N'.
- Admin staff will phone all parents if we have no reason for absence. If no reason is provided for the absence or there is not a legitimate reason provided, then the absence will be recorded as unauthorised. The DSL/DDSL/head teacher will be informed of any unauthorised absence by 9.30 am. If there are significant concerns about a child's attendance through persistent illness, then the school reserves the right to request medical evidence.

9 Children Missing Education (CME)

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

10 Monitoring of Attendance

The attendance of children from Reception to Year 6 is monitored. The following systems are in place for addressing attendance:

- Attendance is monitored at least every half term for all pupils. An attendance tracker is produced for persistently absent or late pupils. The school may share relevant attendance reports with key staff to aid discussions with families.
- The DSL and DDSL look at children's attendance under 95% with a particular focus on those under 90% (the figure classed as persistent absence). Parents may be contacted either by letter or phone informing them that their child's attendance and/or punctuality is low and a meeting may be requested.
- The school's attendance report is updated termly. This document is shared with governors throughout the year. Comparisons are made with national data.
- Individual high attendance is acknowledged. Although Bramhope Primary School does not routinely award certificates for high attendance, we are appreciative of the effort parents make to ensure their children attend school. Positive communication to parents may be made for persistently absent pupils' whose attendance is showing improvement.