



Attendance Policy 2025-26

Policy Review

This policy will be reviewed in full by the Governing Body every year.

The policy was reviewed and agreed by the Governing Body in October 2025

It is due for review in *October 2026*

Head Teacher		October 2025
Chair of Governors		October 2025

Introduction

At Leamore Primary School, we recognise that positive interactions and good attendance are essential in order for pupils to get the most of their school experience, including their attainment, well-being and wider life chances.

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly, on time. This means their child must attend every day that the school is open, except in a small number of allowable circumstances, such as being too ill to attend or being given permission for an absence in advance from the school.

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called *“Working together to improve school attendance”* and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of this guidance.

This policy is written with the above guidance in mind and underpins our school ethos to:

- promote children’s welfare and safeguarding;
- ensure every pupil has access to the full-time education to which they are entitled;
- ensure that pupils succeed whilst at school;
- ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school.

It has been developed in consultation with school governors, teachers, the Local Authority and parents and carers. It seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in school and to outline the school’s commitment to attendance matters. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

In addition, all schools follow the DfE’s statutory safeguarding guidance, *Keeping Children Safe in Education*, which emphasises the importance of understanding the potential vulnerabilities of children who are missing or absent from education.

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued;
- Raising and maintaining a whole school awareness of the importance of good attendance and punctuality;
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable. It is a rule of this school that pupils must attend every day, unless there are exceptional circumstances, and it is the Headteacher, not the parent, who can authorise the absence.

Key people responsible for attendance at Leamore Primary School

The governing board

Our link governor for Attendance is: Sue Dell.

The governing board is responsible for:

-Setting high expectations of all school leaders, staff, pupils and parents

Making sure school leaders fulfil expectations and statutory duties, including:

- Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
- Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate

Recognising and promoting the importance of school attendance across the school's policies and ethos

Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources

Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs

Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most

Working with school leaders to set goals or areas of focus for attendance and providing support and challenge

Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs

Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance

Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:

- The importance of good attendance
- That absence is almost always a symptom of wider issues
- The school's legal requirements for keeping registers
- The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate

Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data

Holding the headteacher to account for the implementation of this policy.

The headteacher

The headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary.

Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers.

Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs

Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Promote the benefits of high attendance
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Give parents / carers details on attendance in our newsletters
- Celebrate excellent attendance by promoting and reporting individual and class achievements;
- Reward good or improving attendance; to include children under the age of 5.
- Report to parents/carers regularly on their child's attendance and the impact on their progress;
- Contact parents/carers should their child's attendance fall below the school's target for attendance.

The designated senior lead responsible for attendance is Miss Lisa Francis and can be contacted via 01922710514 or schooloffice@leamoreprimaryschool.com

The attendance officer working for Walsall Local Authority Attendance Support Services.

The school attendance officer is responsible for:

- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with education welfare officers to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices

The attendance officer is Natasha Hurst and can be contacted via or Natasha.Hurst@walsall.gov.uk or 07707151392/01922650631

Class teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1) and submitting this information to the school office

School admin and Pastoral staff

School admin and pastoral staff are responsible for: (See Absence Reporting Procedures)

Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Roles and responsibilities of parents can be found throughout this policy

Pupils

Pupils are expected to:

Attend school every day, on time. (See introduction)

Why regular attendance is so important

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence disrupts teaching routines so may affect the learning of others in the same class. A child who does not attend school regularly may also have difficulty in maintaining friendships. Ensuring your child's regular attendance at school is your legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution. At our annual induction meetings, held in July, we use comparisons of Child A & Child B to highlight the impact that lost attendance has on learning and progress. (Video to follow).

Promoting regular attendance

We believe in developing good patterns of attendance and set high expectations for the attendance and punctuality for all

our pupils from the outset. It is a central part of our school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and well-being.

How we record attendance

We will keep an electronic attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances
- Any amendment to the attendance register will include:
 - The original entry
 - The amended entry
 - The reason for the amendment
 - The date on which the amendment was made
 - The name and position of the person who made the amendment

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances
- We will keep every entry on the attendance register for 6 years after the date on which the entry was made.
- The school day starts at 8.40am and ends at 3.10pm.
- Pupils must arrive in school by 8.40am each school day.

The register for the first session will be taken at 8.40am and will be kept open until 9.10am The register for the second session will be taken at

Years 3 & 4 - 12.20 and will be kept open until 12.30pm

Reception & KS1 - 12.50 and will be kept open until 1.00pm

Years 5 & 6 - 1.10 and will be kept open until 1.20pm

Attendance codes (see appendix one)

Understanding types of absence

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any pupil's absence or late arrival disrupts teaching routines and affects the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Every half-day absence from school has to be classified by the school (not by the parent), as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

Authorised absences are morning or afternoon sessions away from school for a genuine reason such as illness, medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable causes.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes, (however this list is not exhaustive):

- parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn;
- absences which have never been properly explained;
- children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however, is counted as an absence for the session;
- shopping trips;
- looking after other children or children accompanying siblings or parents to medical appointments;
- their own or family birthdays;
- holidays taken during term time, not deemed 'for exceptional purposes' by the Headteacher, including any arranged by other family members or friends;
- day trips;
- other leave of absence in term time which has not been agreed.

What our Children and Parents have said about Absence

- Our children have told us they feel out of touch after they have been on holiday and they struggle to keep up with the work because they have missed so much.
- 'I feel embarrassed when I walk in late.' 'I feel like everyone's looking at me.' 'I don't understand my work and everyone else does.'
- Our Parents have told us that arriving on time, through the gate, gives their children receive a warm welcome and have a sense of belonging.
- "When i drop my child off, she is always greeted with a smile and a good morning from teachers"
- "Dropping my child off to school I feel like they are being left with an extended family because of how the teachers make him feel".

Persistent Absenteeism (PA) and Severe Absenteeism (SA)

A pupil is defined by the Government as a '**persistent absentee**' when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any pupil's education and we need the full support and co-operation of parents to resolve this. All pupils who have attendance levels of 90% or below are considered to be a persistent absentee.

We monitor all absences thoroughly. If your child is in danger of being or is a persistent absentee you will have been informed as attendance has dropped over time. Persistent Absentee pupils are tracked and monitored carefully through our attendance management system.

A pupil who has missed 50% or more schooling is defined by the Government as '**severely absent**'. Pupils within this cohort 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. Attendance below 50% is classified as **Educational Neglect**; in these instances Leamore will seek advice from Walsall's Children's Services.

Persistent Absentee and Severely Absentee pupils and their parents may be subject to a meeting with Senior staff and/or the Headteacher to discuss absence issues with them. Additionally, we may seek advice and support from School Attendance Support Services. We may also seek support when a child has a pattern of unauthorised lateness.

Reducing persistent and severe absence

The school will:

Use attendance data to find patterns and trends of persistent and severe absence

Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education

Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:

- Discuss attendance and engagement at school
- Listen, and understand barriers to attendance
- Explain the help that is available
- Explain the potential consequences of, and sanctions for, persistent and severe absence
- Review any existing actions or interventions

Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant

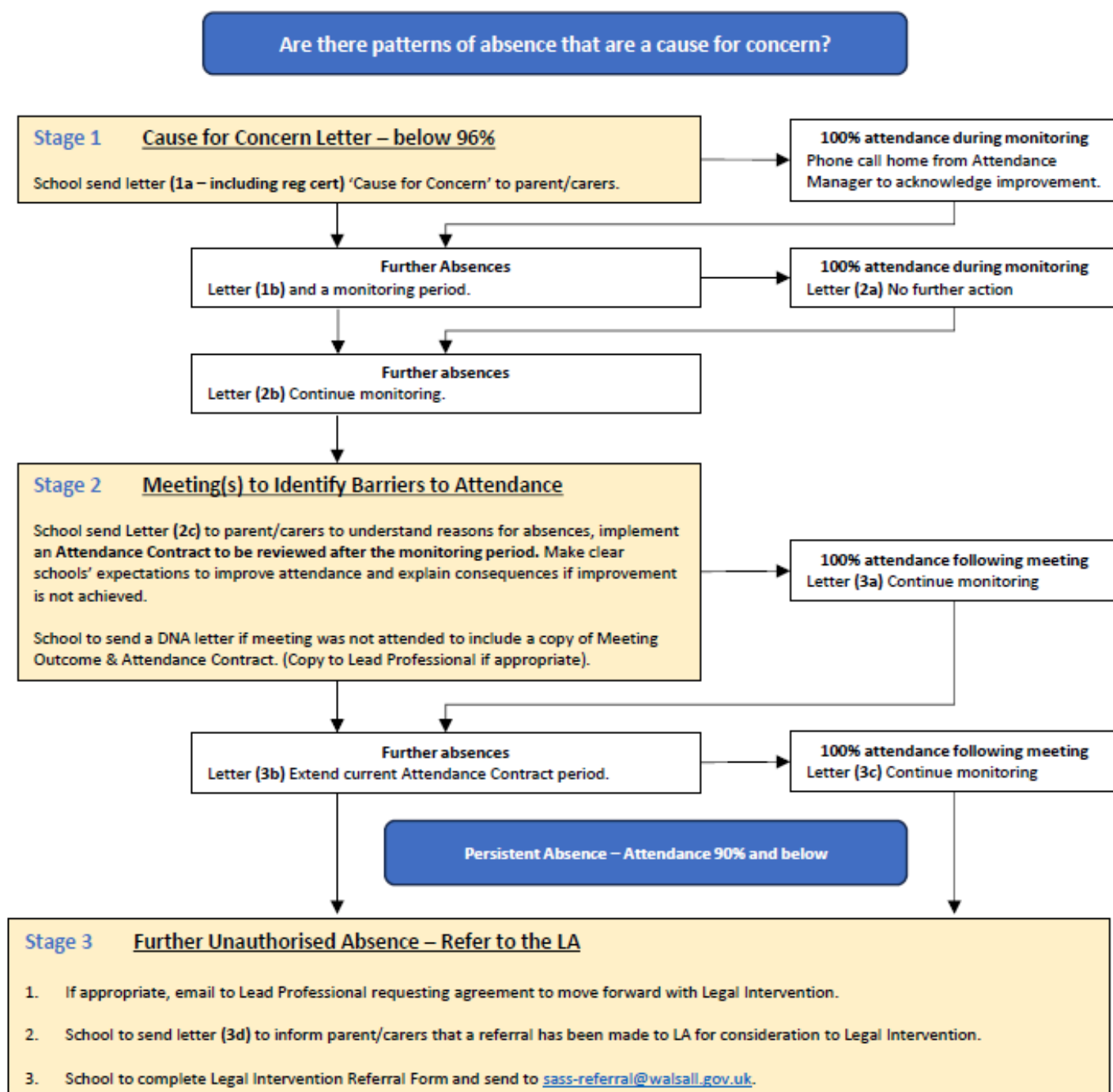
Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence

Implement sanctions, where necessary (see National Framework for Penalty Notices)

Explain any other procedures your school has for targeting unauthorised absence – for example, meetings, letters, and closer monitoring.

School Attendance Procedure Guidance

Pupil Attendance monitored by School and communicated with parent/carers and Lead Professionals (if appropriate).



If at any time attendance drops below 50% this is viewed as Educational Neglect.

Absence Reporting Procedures

To report an absence:

Telephone number: 01922 710 514

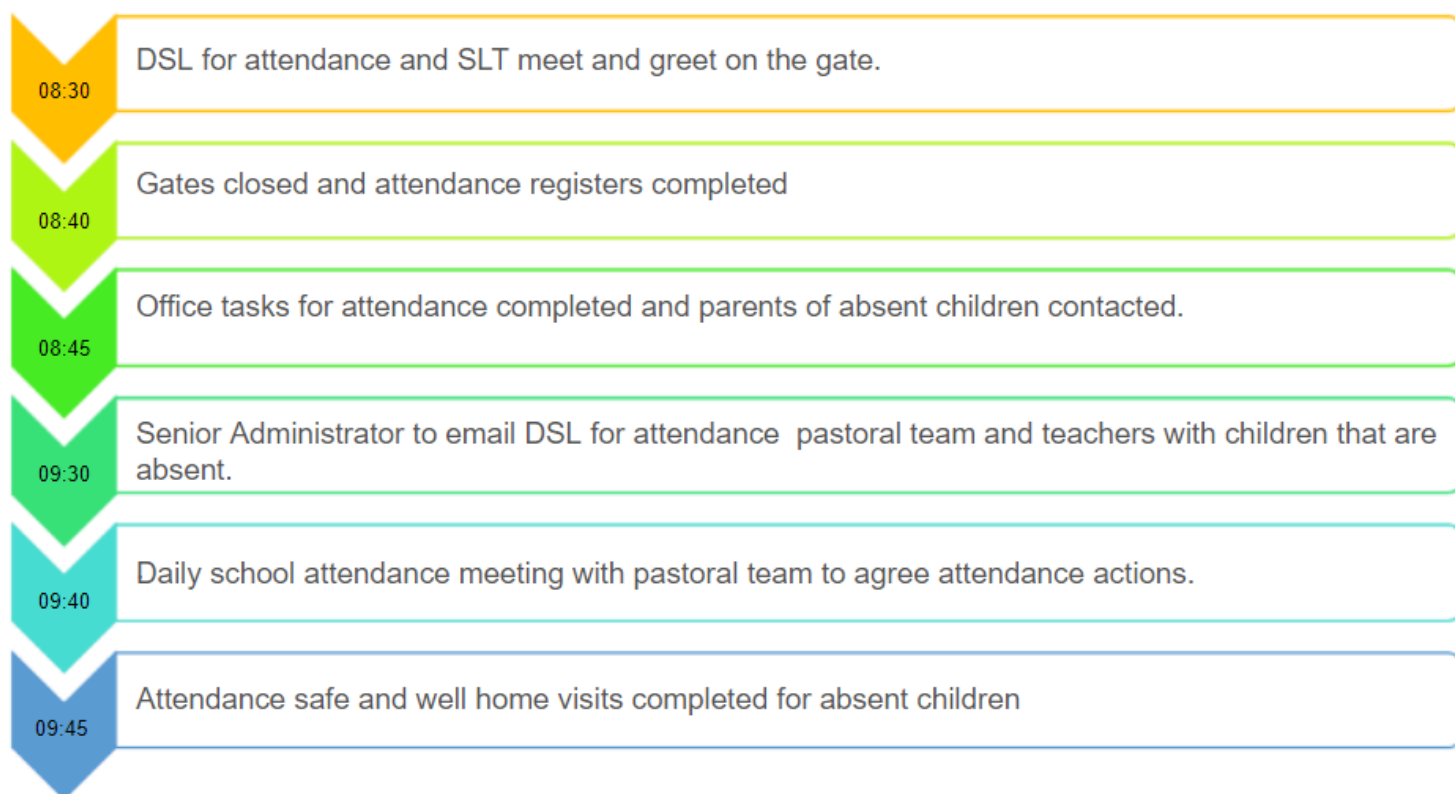
If a child is absent from school the parent/carer must follow these procedures:

- Contact the School Admin Team on the first day of absence before 9:30am (see above).
- The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office staff. Please be aware that, if you leave a voicemail to report your child's absence, you may receive a call from the school so that we may discuss the absence before making a decision as to whether the absence is to be recorded as authorised;
- Contact the school on every further day of absence, again before 9:30am;
- Ensure that your child returns to school as soon as possible and that you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested where your child is having multiple periods of absence which are reported as being due to medical reasons. When determining whether a child is too ill to attend school, both parents and school staff can consider the advice contained within the NHS and The Spotty Book Guidance - Public Health Guidance - Walsall Council

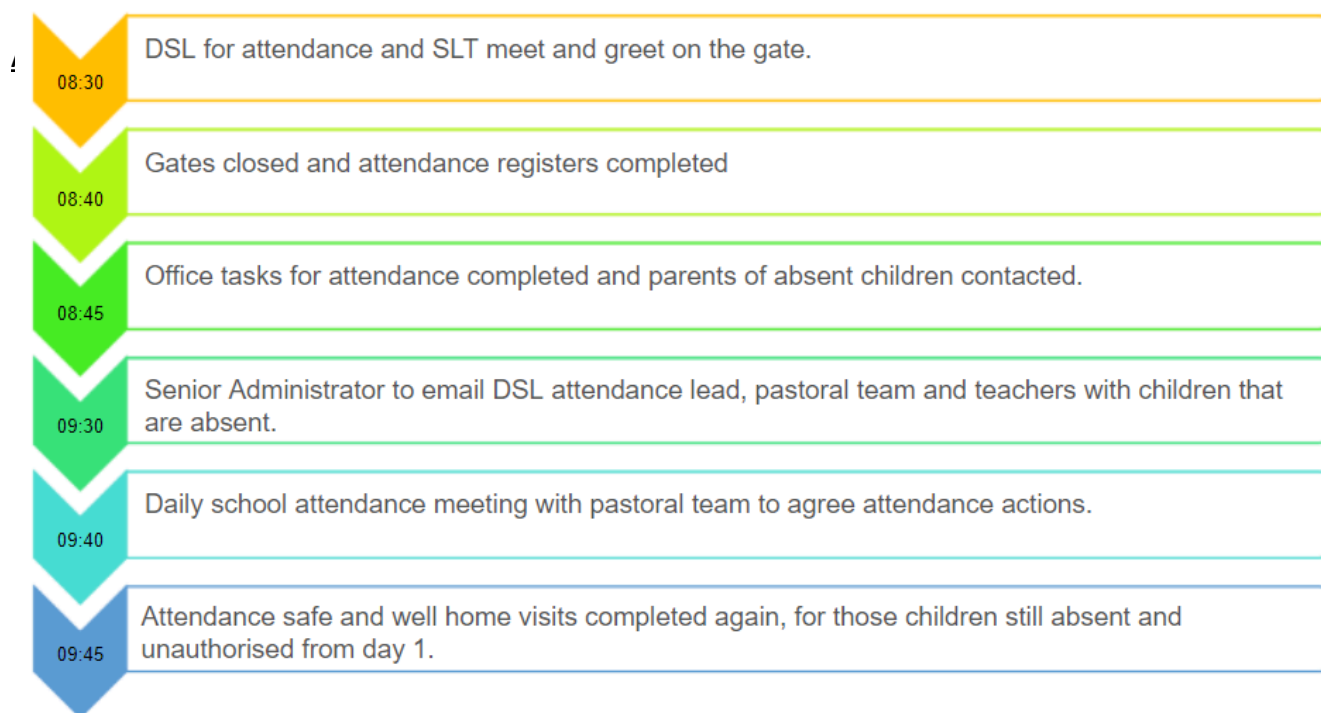
We monitor and review all pupils' absence, and the reasons that are given, thoroughly. We will submit a daily attendance return to the Department of Education, in line with the legal expectations placed on all schools.

If a child is absent, the following procedures are followed:

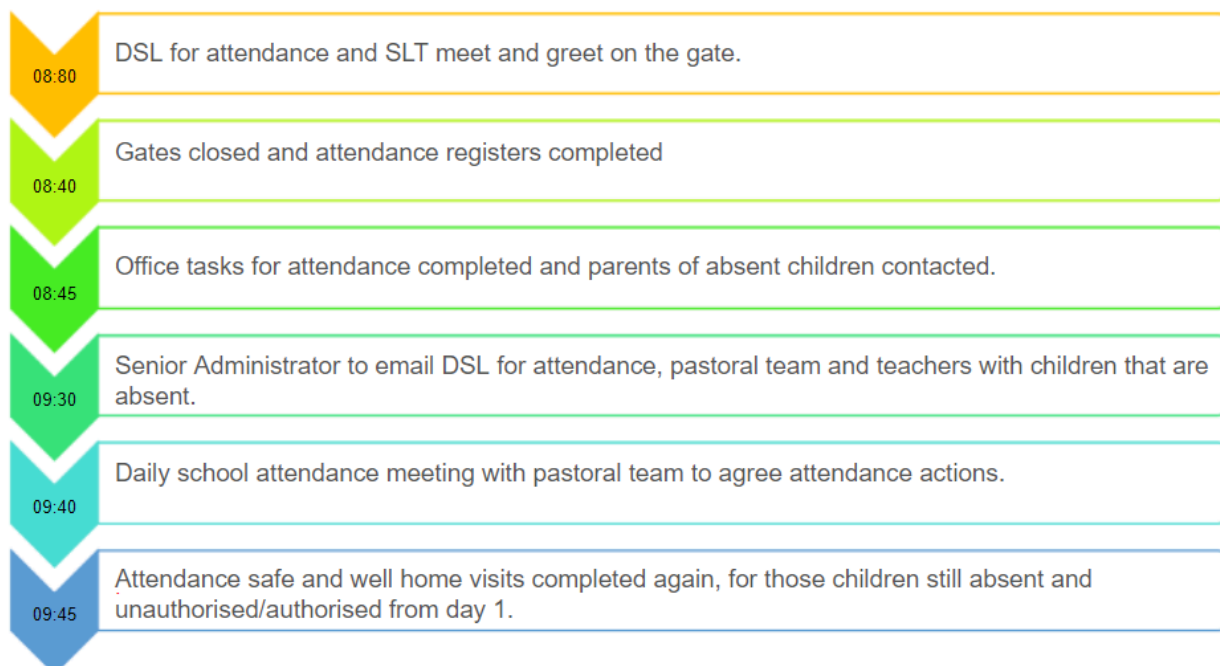
Absent Pupils Day One



Absent Pupils Day Two



Absent Pupils Day Two



If all contact attempts have not been successful, school will contact Walsall children's services to seek advice regarding pupil welfare. This may include contacting the Police to request a safe and well check

If absence continues we will:

- Write to you if your child's attendance is below 96% and/or where punctuality is a concern;
- Arrange a meeting so that you may discuss the situation with a member of our attendance team and/or the Headteacher;
- Create a personalised support plan, such as an attendance contract, to address any barriers to attendance and make clear each person's role in improving the attendance patterns of your child;
- Offer signposting support to other agencies or services, if appropriate;
- Refer the matter to the Local Authority for relevant legal sanctions, if attendance deteriorates following the above actions.

Medical conditions

It is always a parent's responsibility to provide medical evidence from an appropriate medical professional regarding school absence due to long term medical conditions. If a parent believes their child should be absent from school linked to infection control, these factors and or situations should be clearly outlined for school by the medical practitioner.

Where a child has an ongoing medical condition and there is medical evidence from a Consultant/medical practitioner that the child has not been fit enough to attend school for at least 15 school days or more (these do not have to be continuous days), the school will support the child via a referral to school nursing.

Supporting pupils who are absent or returning to school**Pupils absent due to complex barriers to attendance**

See Appendix Two

Pupils absent due to mental or physical ill health or SEND

See Appendix Two

See Summary of responsibilities where a mental health issue is affecting attendance

(https://assets.publishing.service.gov.uk/media/63ee20a3d3bf7f62e5f76ba4/Summary_of_responsibilities_where_a_mental_health_issue_is_affecting_attendance.pdf)

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

Attendance monitoring**Monitoring attendance**

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

Specific pupil information will be shared with the DfE on request.

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

Analysing attendance

The school will:

Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and

Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence

Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends

Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

Using data to improve attendance

The school will:

Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis

Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families (see section 8.4 below)

Provide regular attendance reports to class teachers, to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)

Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

Lateness and punctuality

Poor punctuality is not acceptable and can sometimes lead to irregular school attendance patterns. Good time-keeping is a vital life skill which will help children as they progress through their school life and out into the wider world.

Pupils who arrive late disrupt lessons and, if a child misses the start of the day, they can feel unsettled and embarrassed and risk missing vital work and important messages from their class teacher.

The times of the start and close of the school day for all pupils at Leamore Primary School are:

Gates open: 8:30am

Registration in class: 8.40am

Registration closes: 9.10am

We expect parents and staff to encourage good punctuality by being good role models to our children and, as a school, we celebrate good class and individual punctuality. However, if you have arrived after the gates have closed at 08:40am, you will need to accompany your child to the school office (this is clearly signposted).

Lateness and punctuality monitoring and procedures

Initial Communication:	Late arrival on 3 occasions:	Further 3 lates:	Further late arrivals:	Continued late arrivals:
Late arrivals are asked to wait in an orderly queue in the school office entrance. Parents and carers must remain on site with their child(ren). Parents sign their child in, using the electronic system, giving an appropriate reason for the late arrival.	Letter sent to parents/carers electronically to advise of concerns. Pastoral team contact parents/carers to explore barriers to punctuality. Wider agency support offered.	Meeting arranged with DSL for Attendance and pastoral team to explore barriers. Parent letter sent electronically to advise of meeting. Parent contract agreed. Wider support offered again if not previously accepted.	Referral completed to Walsall school attendance support services. Meeting arranged and parent letter sent electronically to advise of this. Post meeting letter sent.	Legal intervention referral completed and sent to Walsall school attendance support services. Letter warning of potential legal action sent .

Contact Details

There are times when we need to contact parents about lots of things, including absence, so we need to always have your contact numbers. As part of Keeping Children Safe in Education, it is recommended that schools hold two current contact numbers for every child.

Local Authority attendance support services

The Schools Attendance Support Service works strategically by offering support to schools, to reduce persistent absence and improve overall attendance.

Parents are expected to work with the school and local authority to address any attendance concerns. Parents should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken in the form of a Penalty Notice (Walsall Code of Conduct) or prosecution in the Magistrates Court.

School Attendance and the Law

New legislation was passed, The School Attendance (Pupil Registration) (England) Regulations 2024, which introduced a National Framework in England. By law, all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parents may be recognised differently under education law, than under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

National Framework for Penalty Notices

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10 school week period can span different terms, school years or education settings.

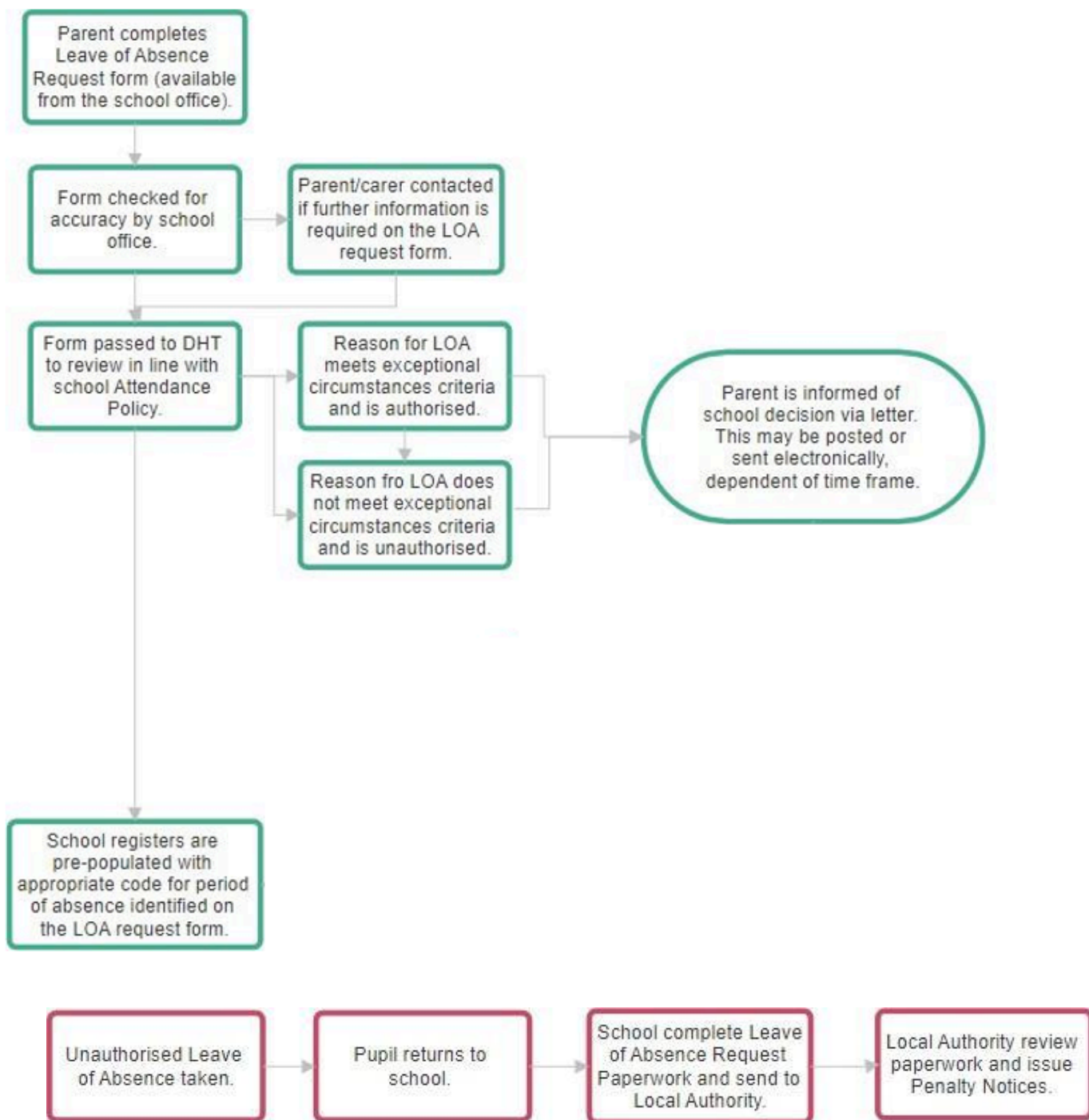
Sanctions may include issuing each parent (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three-year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction.

There is no entitlement in law for pupils to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours. In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school."

The School Attendance (Pupil Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. The amendments specify that Headteachers may not grant any leave of absence during term time unless there are "exceptional circumstances" and they do not have any discretion to authorise up to ten days of absence each academic year.

At Leamore Primary School a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the Headteacher, irrespective of the child's overall attendance. Only the Headteacher or her designate (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the prescribed form provided by the school. The school will usually consider that the parent who has made the application is therefore allowing the leave of absence, and also that all parents who are on the holiday are allowing the leave. Where a parent removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is likely that penalty notices will be requested, in line with the National Framework and Walsall Code of Conduct, in respect of each parent believed to have allowed the absence.

Our Leave of Absence Procedures



It is important that parents are aware that under unavoidable circumstances where families take longer lengths of leave (20 school days) we reserve the right to remove children from our roll. The Department for Education have confirmed 'a student may only be removed from roll after 20 days of consecutive absence, if the whereabouts of that student is unknown. If the whereabouts are known, then the school should deal with the situation as unauthorised absence'

Religious observances

It is really important that your child attends school regularly. As a school, we understand that there are religious festivals that are celebrated throughout the year. We will only authorise 1 day for religious observances during each festival. We record this as code R (this will count to overall attendance percentage). At times, school may need to seek confirmation of the day set for religious observance by a parent's religious body; in this instance school will invite parents to provide a letter from their place of worship.

Modified Timetables

In some exceptional circumstances, there may be a need for a temporary part-time timetable to meet an individual's pupil needs. This would be agreed through a meeting between the Headteacher and the parent/carer(s) and the details confirmed in writing, including a review date. Any changes to the modified timetable will always be communicated with the parent(s) through meetings and written communications. The Local Authority is also notified of this. In line with the Modified Timetable agreement, any missed sessions of school are authorised.

Inclement weather

The school follows the Walsall Safeguarding Policy on Emergency Closures regarding absences due to inclement weather. In summary, if the school closes completely, all pupils will be marked as Y (forced or partial closure).

School targets, projects and special initiatives

The school has targets to improve attendance and your child has an important part to play in meeting these targets. The minimum level of attendance for our school is **96%** and we will keep you updated regularly about our overall attendance performance.

Throughout the school year, we monitor absences and punctuality to show us where improvements need to be made. Information on any projects or initiatives that will focus on these areas will be provided in our school newsletter and we ask for your full support.

Leamore Primary School - is committed to safeguarding children and fully meets all expectations set out in Keeping Children Safe in Education. Children absent from education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children absent from education are at significant risk of underachieving, being victim of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life. Leamore Primary School is committed to effective information sharing between parents, schools and local authorities which is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

At the end of each week/half term, we reward pupils with good attendance and those whose attendance has improved significantly. We reward the following attendance:

- The class with the highest weekly attendance (attendance above 96%) are rewarded with milkshakes, visit to the education garden and a trophy to display in class.
- The class with the highest half term attendance are rewarded with a class treat such as a movie or a play session at the local swimming baths.
- 100% attendance for each half term are rewarded with a certificate and badge
- Most improved attendance – each term, the child whose attendance has improved the most in each year group receives a certificate.

- 100% attendance for the year - annual certificate. We recognise that this is an outstanding achievement so also reward pupils with a trip to Walsall Arboretum park at the end of the Summer term.
- Individual trackers, rewards and incentives may be implemented for key pupils as part of their attendance support plan as required.

Throughout the year, we acknowledge improved attendance for key families and pupils whereby additional support has been provided in regards to attendance. This is done through parent conversations and letters.

Transition between schools

Outgoing Pupils:

When a parent is considering a school move, they must inform the Head teacher. Leamore Primary school will always notify the Local Authority when we have been advised that a pupil is changing schools. As part of this transfer, Leamore primary will always contact the receiving school to ensure they are aware of any safeguarding or attendance concerns. Pupil information will be shared via a CTF (common transfer file). If a pupil does not return to school without appropriate notification, we have a duty to make reasonable enquiries to establish the whereabouts of the child. This will include working alongside the local and other authorities to send correspondence to the known address, contact relatives, conduct home visits and speak to neighbours.

Incoming Pupils:

We adopt the Walsall Local Authority Admissions Policy. As part of our commitment to safeguarding we would always seek up to date pupil information from the previous school.

Request to Home Education

Parents have a duty to ensure their children of compulsory school age are receiving a suitable full-time education. Some parents may elect to educate their children at home and may withdraw their children from school at any time. At Leamore primary school we would always expect parents to attend a meeting with the Headteacher if they were considering homeschooling. Parents are asked to complete a 'Request to Home Educate' form which will aid the discussion between parents and the school. A meeting will also be set up with, parent, school and the Elective home education officer. Following these discussions, if a parent still feels that this is the best option for their child, Leamore Primary has a duty to inform the Local Authority. Once the Local Authority has made the relevant checks reg the home provision Leamore primary will remove the children from our register. Children with an Education, Health and Care Plan can still be home educated but the local Authority has a duty to continue to review the EHCP annually to ensure that the provision continues to be appropriate for the child and their needs are being met.

Suspensions

Leamore Primary School is responsible for arranging full time education for suspended pupils from the sixth day of a fixed period suspension.

Absence data

We use data to monitor, identify and support individual pupils or groups of pupils when their attendance needs to improve, and schools are required to submit pupil attendance data to the Department for Education on a daily basis Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024. Persistently and severely absent pupils are tracked and monitored carefully. We also combine this with academic tracking, as increased absence affects attainment.

We share information and work collaboratively with other schools in the area, local authorities, and other partners, when absence is at risk of becoming persistent or severe.

Appendix One

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered

Absent – leave of absence

C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances

Absent – other authorised reasons

T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)

E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: · In police detention · Remanded to youth detention, awaiting trial or sentencing, or · Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other

		codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: DfE guidance Summary table of responsibilities for school attendance. From 19th August 2024

https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance_applies_from_19_August_2024_.pdf

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Ensure their child attends every day the school is open except when a statutory reason applies.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand.	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.
Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).	Develop and maintain a whole school culture that promotes the benefits of good attendance.	Ensure school leaders fulfil expectations and statutory duties.	Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.
Only request leave of absence in exceptional circumstances and do so in advance.	Accurately complete admission and attendance registers.	Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.	Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.
Book any medical appointments around the school day where possible.	Have robust daily processes to follow up absence.	Ensure school staff receive training on attendance.	Offer opportunities for all schools in the area to share effective practice.
	Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.		
	Have a dedicated senior leader with overall responsibility for championing and improving attendance.		

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance.	Proactively use data to identify pupils at risk of persistent absence.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.
Proactively engage with the support offered to prevent the need for more formal support.	Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.		Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.
	Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.		If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.
	If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.		

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for pupils at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention. Where there are safeguarding concerns, intensify support through a referral to statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for pupils at risk of becoming persistently absent and: Work jointly with the school to provide formal support options including attendance contracts and education supervision orders. Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners. Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continue support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continue support as for persistently absent pupils and: All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision. Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families. Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort. Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes. Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it. Through the work of Virtual School Heads, they should: - Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. - Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. - Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance. Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Schools regularly update parents on their child's attendance. (If parents feel the school and or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)	The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures. The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance. Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils. Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.	DfE Regions Group monitors local authority efforts as part of regular interaction. Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services. Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.

