College Road
Primary School

ATTENDANCE POLICY
College Road Primary School
Academic Year 2026-27

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This Attendance Policy is available on the school website and is reviewed and ratified annually by the governing body 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
2026-27	C Francis McLeod	C Francis McLeod	Victoria Eccles	Sarah Lees

School Name	College Road Primary
Attendance Target	96%
School opens at	8:45am
Registers close at	9:15am

Attendance Policy

1. Contact List – September 2026

For **every** day that a child is absent, we request that parents phone the absence line, by selecting the appropriate option when phoning 01752 567660. Ideally, a message should be left before 8:45am.

Role / Agency	Name	Contact Details
Headteacher	C Francis-McLeod	college.rd.primary.school@plymouth.gov.uk
Senior Attendance Champion SLT	C Francis-McLeod	college.rd.primary.school@plymouth.gov.uk
Attendance Officer	A Blom	01752 567660
DSL - Designated Safeguarding Lead	C Francis-McLeod	college.rd.primary.school@plymouth.gov.uk
Deputy DSLs	J Harvey, H Rolfe, S Moore	college.rd.primary.school@plymouth.gov.uk
Governor with responsibility for Attendance	V Eccles	college.rd.primary.school@plymouth.gov.uk
Chair Of Governors	S Lees	college.rd.primary.school@plymouth.gov.uk
School Office	A Blom or N Dixon	01752 567660
Attendance Support Team (Plymouth)	Queries relating to attendance	01752 307405 Attendancesupport@plymouth.gov.uk
Elective Home Education (EHE)	Queries around Elective Home Education	EHE@plymouth.gov.uk
Children Missing Education (CME)	Referrals for children missing education	01752 307405 CME@plymouth.gov.uk

Attendance Policy

2.Policy Statement

College Road 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.

College Road Primary School, in line with our Values Approach, 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 College Road 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 and Safeguarding Policy, Anti-bullying policy and Relationships 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.

3.3 This policy will be applied fairly and consistently, taking into account the individual needs of our pupils and their families who have specific barriers to attendance. Therefore, in the development of our policy we have considered our obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

4. Legislation and guidance

4.1 This policy is based on the Department for Education's guidance, https://www.gov.uk/government/publications/working-together-to-improve-school-attendance
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) - Part 6
Education Act 2002 (legislation.gov.uk) - 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 contacts and child details are up to date
Provide school with at least 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 and rewards 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 2026. https://assets.publishing.service.gov.uk/media/6ac3c09c11ed58342ad8e4ac/Keeping_children_safe_in_education_2026.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)
- 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 Child Criminal Exploitation/Child Sexual Exploitation/grooming/neglect 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 Care 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 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 SLT (at College Road this is the Headteacher)**

The School Senior Attendance Champion is responsible for:

- Implementing the policy.

- 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 (or previously had) 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 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 Governing Body and the Local Authority.
- Ensuring a positive working relationship with the School Attendance Team 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 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 which is in line with the school's Values-based approach.

- 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.
- 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.
- 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 rewards and celebrate progress.
- Follow up on absence and lateness with pupils to identify barriers and reasons for absence.
- Proactively promote attendance practice as part of staff induction.
- Consider the individual needs and vulnerabilities of pupils.

6.4 **Attendance and pastoral staff**

Attendance and pastoral staff are responsible for:

- Ensuring the recording of attendance and absence data is accurate.
- Ensuring robust day-to-day processes are in place.
- Tracking and following up absence and poor punctuality (implement punctuality routines i.e. sign in procedures at the school office).
- 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.

Role of the Parent Support Advisor (PSA)

- The PSA liaises directly with the Attendance Officer, the Headteacher and the DSL to identify families in need of support around attendance.
- The PSA will be the first person to make contact with a parent when concerns are identified around a pupil's attendance levels. They will have a curiosity-led conversation to understand the family's lived experience and make suggestions about how attendance could be improved, what support the school can offer and perhaps signpost the family to other members of staff such as the SENDCo, or outside agencies, such as the Family Hub, Early Help Team or MAST.
- The PSA will nearly always accompany the Headteacher/DSL when making home visits and welfare checks. Occasionally, they will make the home visit on their own

For pupils at risk of persistent absence

- Providing regular attendance reports to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads and pupil premium leads) for monitoring and evaluation purposes.
- Initiating and overseeing the administration of absence procedures.
  This should include:
  - letters home
  - attendance 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 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 Attendance Support Team 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 1.35 pm.
- Class teachers will enter a present mark (/) on the register for each pupil present and an absent mark for any pupil that is absent.

7.2 Responding to lateness

- Pupils arriving in the classroom after 9.00am/1:50pm when the register has been taken are deemed to be late and will be marked as L code.
- After 9.15am and 2pm 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.
- Where a concern is raised about a pupil's levels of absence or lateness, an informal discussion will be had with parents/carers to determine if there are any barriers to school or arriving on time and plans made for improvement drawn up in partnership. This discussion is also an opportunity to collaboratively plan any support that may be required for the pupil and/or family.
- 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 further meetings with parents or carers to review and improve attendance.
- If attendance does not improve, school will refer to the local authority for advice and then for legal action.

7.4 Working with the Local Authorities Attendance Support Team

- School works in partnership with the statutory Attendance Support Team 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 Access and Attendance Officer from the Attendance Support Team 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 Attendance Support Team.
  Statutory intervention can include

- Penalty Notices
- Parenting Order
- Education Supervision Order
- Prosecution

8 Authorised and unauthorised and absence (more detail can be found in Appendix 1)

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 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

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 Plymouth City Council procedure and contact: CME@plymouth.gov.uk. Tel: 01752 307405.

Appendix 1

Further information about Types of Absence

'Authorised absence' means that the school has either given approval in advance for a pupil of compulsory school age to be away from the school or has accepted an explanation offered afterwards as justification for absence.

'Unauthorised absence' is where a school is not satisfied with the reasons given for the absence. Absence will be unauthorised if a pupil is absent from school without the permission of the school. Whilst parents can provide explanations for absences, **it is the school's decision whether to authorise the absence or not**. See section 8 in the main policy above for details of what is considered unauthorised absence.

Illness

In most cases, absences for illness which are reported by following the school's absence reporting procedures will be authorised. That is unless the school has a genuine concern about the authenticity of the illness.
The school follows Department for Education guidance 'Working Together to Improve School Attendance' 2022[3] which states that if the authenticity of the illness is in doubt, the school may ask the parent to provide medical evidence, such as a prescription, appointment card, or other appropriate form of evidence.
We will not ask for medical evidence unnecessarily. In some instances, the school may ask the parent to obtain a letter from a GP, or the school may seek parental permission to contact the pupil's GP directly to help support the needs of the individual pupil.
If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.
Where a pupil has a high level and/or frequency of absence, the school may require medical evidence of some description in order to authorise any future medical absences. If this is the case, the school will make the parent/s aware of this expectation in advance.
The reporting of absence due to illness remains the responsibility of the parent. Absences due to illness which have **not** been reported to the school by the parent on the first day of absence may not be authorised.

When a child is going to be absent due to illness, the parent should contact the school office by 8:45am by ringing the school office directly or leaving a message on the absence line answer phone.
If a child is absent for more than one day, the parent should contact the school each day to provide an update on the child's condition, unless otherwise agreed by the school.

Mental Health, Emotionally Based School Avoidance and Wellbeing

Emotionally Based School Avoidance (EBSA) is a broad umbrella term used to describe a group of children and young people who have severe difficulty in attending school due to emotional factors, often resulting in prolonged absences from school.
The impact of EBSA on children is far-reaching, it has been linked to seriously hampering children's psychological, social, and academic performance and subsequently performance in exams and employment opportunities.

Parents who have concerns about their child's mental wellbeing can contact our school's Designated Safeguarding Lead (Mrs Francis) or the SENCo and Wellbeing Lead, Mrs Harvey, for further information on the support available. Our Parent Support Advisor, Mrs Dixon, is also available to talk to parents about how best support their child.
Parents should also contact their GP or the NHS Helpline by phoning telephone number 111 for advice if they are concerned. In case of emergency parents should dial 999.
More information about EBSA and resources for support can be found here.

Special Educational Needs and Disabilities (SEND)

Parents who have concerns about their child's special educational needs and disabilities can contact our schools Special Educational Needs Coordinator, Mrs Harvey, for further information on the support available.
The Plymouth Local Offer provides children and young people with special educational needs or disabilities, families and professionals, with information in one place, helping them to understand what services they can expect from a range of local agencies and schools.
Parents can access independent support and advice about SEND from the Plymouth Information, Advice and Support for SEND (PIAS).

Pupils taken ill during the school day

If a pupil needs to be sent home due to illness, this should be by agreement with an appropriately authorised member of school staff. In such circumstances, the pupil must be collected from the school office by a parent or another authorised adult and signed out in the 'signing out' book using the touch screen in reception. No pupil will be allowed to leave the school site without parental confirmation.

Medical/Dental Appointments

Parents should try to make appointments outside of school hours wherever possible. Where appointments during school time are unavoidable, the pupil should only be out of school for the minimum amount of time necessary for the appointment. It is not acceptable for a child to miss a whole day's schooling for an appointment, unless absolutely necessary, in which case the school will need an explanation as to why this is.
If a pupil must attend a medical appointment during the school day, they must be collected from the school office by the parent or another authorised adult, and signed out in the 'signing out' book using the touch screen in reception. No pupil will be allowed to leave the school site without parental confirmation.
Advance notice is required for medical or dental appointments, unless it's an emergency appointment, and must be supported by providing the school with sight of, or a copy of, the appointment card or letter – only then will the absence be authorised.

Religious Observance

Our school acknowledges the multi-faith nature of the school community and recognises that on some occasions, religious festivals may fall outside of school holidays or weekends. In accordance with the law, the school will authorise one day's absence for a day exclusively set apart for religious observance by the religious body to which the parent belongs. Should any additional days be taken, these will be recorded in the register as unauthorised absence. If necessary, the school will seek advice from the parents' religious body, to confirm whether the day is set apart.

Traveller Absence

The school will authorise the absence of a Traveller pupil of no fixed abode who is unable to attend school because they are travelling with their parent who is engaged in a trade or business of such a nature as to require them to travel from place to place. This is subject to certain limits, depending on the child's age and number of sessions absent. The school will discuss cases individually with Traveller parents as necessary. Parents should let the school know of their plans as far in advance as possible. Authorised Traveller absence will be recorded appropriately in the register.

To help ensure continuity of education for Traveller children, wherever possible, the child should attend school elsewhere when their family is travelling for occupational purposes.

In which case the child will be dual registered at that school and this school, which is their 'main' school.

Children from Gypsy, Roma and Traveller communities whose families do not travel for occupational purposes are expected to register at school and attend as normal. They are subject to the same rules as other children in terms of the requirement to attend school regularly.

Suspensions (formerly known as Fixed Term Exclusions)

If the school decides to send a pupil home due to their behaviour, this will be recorded as a suspension. The school will follow the current DfE's statutory guidance on suspensions.
Any exclusion **must** be agreed by the headteacher.
The school will notify the parent of the suspension in writing. If the pupil is a Child in Care, the school will notify the pupil's carer, social worker and the Virtual School. In other instances, where a pupil is open to Children's Social Care for any reason, the school will also inform their allocated social worker.
The pupil must be collected from the school office by the parent or another authorised adult, and signed out in the 'signing out' book on the touch screen in reception. No pupil will be allowed to leave the school site without parental confirmation.

Leave of Absence Requests – 'Exceptional Circumstances'

The law does not grant parents the automatic right to take their child out of school during term time.

Only exceptional circumstances warrant an authorised leave of absence. The school will consider each application individually, taking into account the specific facts and circumstances and relevant background context behind the request. The request must be made by the parent with whom the child normally lives, and permission must be sought in advance. The school will not grant leave of absence unless there are exceptional circumstances. The school must be satisfied that there are exceptional circumstances, based on the individual facts and circumstances of the case; following consultation with other staff as required, including the Designated Safeguarding Lead. Where a leave of absence is granted, the school will determine the number of days the pupil can be away from school. A leave of absence is granted entirely at the school's discretion.

Circumstances which could be authorised include significant family emergencies or funerals. However, parents will also be aware that, wherever possible, it can be better for children to continue to attend school normally during difficult family times.

Parents should complete a Leave of Absence Request form which is available from the school. The request should be submitted as soon as it is anticipated; and wherever possible, at least **four weeks** before the absence. **Although such absence may be unauthorised, it is better that we know your child is safe, rather than missing.**

Please be aware that you may be required to provide us with additional evidence in order to support your request. If we have any concerns about possible safeguarding risks such as risk of FGM or Forced Marriage we will follow the necessary protocols. (Please see our school's Safeguarding Policy for more information.)

Child in Care - all term time absence for children in care should be discussed at the child's Personal Education Planning (PEP) meeting in advance where possible and agreed with the Social Care and the Virtual School. This permission should be gained before school is approached for approval. The school will contact the Virtual School in relation to any requests for term time absence for a child in care.

Approved Educational Activity (AEA)

When pupils are attending educational activities off the school site that have been approved by the school, the register will be marked to show this is the case. (See DfE 2020 School Attendance guidance.)

If a pupil is attending an alternative education provider such as another school, or Pupil Referral Unit, for part or all of their education, our school will make arrangements for the pupil to be dual registered at the other setting and mark our registers accordingly.

If a pupil is attending an alternative education provider, which is not a school or Pupil Referral Unit, for part or all of their education, we will mark the sessions which the pupil attends the alternative setting as code B (off-site educational activity). The school expects the alternative provider (AP) to notify us of any absences by individual pupils, to ensure we become aware of any attendance concerns as soon as possible and take follow up action as necessary**.** Attendance updates will be provided on a daily basis, or more frequently if agreed with the alternative setting.

Any attendance concerns will be followed up by us, in conjunction with the AP.

Unable to attend due to exceptional circumstances (as set out in the law and DfE guidance)

In accordance with DfE school attendance guidance, our school will record pupils as 'Unable to attend due to exceptional circumstances' in the following circumstances (such circumstances are not recorded as absences):

- Our school site, or part of it, is closed due to an unavoidable cause
- The transport provided by our school or the Local Authority is not available and the pupil's home is not within statutory walking distance. (See the DfE's 'Home to school travel and transport' guidance document, or ask the school for a printed copy.)
- A local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending school.
- The pupil is in custody, but still on the school roll. (If the school has evidence that the pupil is attending educational activities, we can record those sessions as 'present at approved educational activity'.)

Support for Poor School Attendance (other than unauthorised term time leave)

Sometimes pupils can be reluctant to attend school. We encourage parents and pupils to be open and honest with us about the reason for the pupil's absence. If a child is reluctant to attend, it is never better to cover up their absence or for a parent to give in to pressure to let the child stay at home. This can give the impression to the child that attendance does not matter and can make things worse. As a school, we need to understand the reasons why a pupil is reluctant to attend in order to be able to support pupils and parents in the best way.

When we have concerns about the attendance of a pupil, we will do our best to make the parent/s aware of the concerns about their child's attendance and give them the opportunity to address this. However, if parents do not make use of the support offered and improve their child's attendance to an acceptable level, this may result in legal sanctions.

Where there are no genuine reasons for the absences, parents may be asked to meet with the headteacher to discuss the matter. In some cases, this may result in a formal action plan being produced in the form of a Parenting Contract.

If our school refers a case of poor school attendance to the Local Authority for legal sanctions, we will show that we have warned the parent/s that they are at risk of receiving a Penalty Notice or other legal sanction. Prior to requesting legal enforcement action, we will ensure that we have followed Plymouth City Council's procedures.

We will not usually request legal sanctions from the Local Authority in cases where poor attendance is symptomatic of complex family circumstances. In such circumstances our school will take a holistic approach to the issue and involve other agencies as necessary. The exception to this will be where parents fail to accept or engage with support offered by the school and/or other agencies or fail to implement the suggested changes. Again, when referring for legal sanctions, we will show that we have warned the parent/s that they are at risk of receiving a Penalty Notice or other legal sanction.

If our school has safeguarding concerns about a pupil who is absent, we will share information with other agencies as we deem necessary.

Pupils on Reduced (Part-time) Timetables

Pupils are entitled to a full-time education, suitable to their age, ability and aptitude, and any special educational needs or disabilities that they may have.

If, for any reason, our school is unable to provide a pupil with a full-time education due to the pupil's needs, we will work with the pupil, parent and other agencies where appropriate, to come to a mutually convenient arrangement. Any reduced timetables will be for the shortest amount of time possible, whilst arrangements are made to support the pupil's return to full-time provision as soon as possible.

Appendix 2

Rewarding Good and Improved Attendance at College Road Primary School

We have two forms of individual attendance reward:

- Every term (6 times per year) we reward children with a bronze, silver or gold attendance certificate if their attendance has been 96-97.99% (bronze), 98-99.99% (silver) or 100% (gold) for that term. This is reset each term, so children have 6 chances per year to receive a gold certificate.
- We also give certificates to the children who, at the end of the year, have had 100% attendance for the whole year.

We have **two** forms of **class** attendance reward:

1. The class with the best attendance each week receives a star on a chart displayed in the hall. The class with the most wins across a traditional full term (Autumn, Spring, Summer) can choose a class reward such as a trip to the local park, ice creams etc
2. The other class reward is about encouraging the whole class to be in school as often as possible. Each class is rewarded with a treat when they reach particular 'check-points', ranging from an extra playtime, non-uniform day, to a forest school fun afternoon. This system was decided upon with the children.

Appendix 3 – Department for Education (DfE) Attendance Codes

CODE	DESCRIPTION	MEANING
/	Present (AM)	Present
****	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence
D	Dual registration (i.e., present at another school or PRU)	Not counted in possible attendances
E	Excluded (no alternative provision made)	Authorised absence
G	Family holiday (NOT agreed or days in excess of agreement)	Unauthorised absence
H	Family holiday (agreed)	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J	Interview	Approved Education Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Other unauthorised absence (not covered by other codes or descriptions)	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
R	Day set aside exclusively for religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
U	Late and arrived after the registers closed	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience (not work based training)	Approved Education Activity
X	Un-timetabled sessions for non-compulsory school age pupils	Not counted in possible attendances
Y	Where the school site, or part of it, is closed due to unavoidable cause; or the transport provided by the school or local authority for pupils (who do not live with walking distance) is not available; or where a local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending school; or a pupil is detained in custody for less than four months.	Not counted in possible attendances
Z	Pupil not yet on roll	Not counted in possible attendances
#	School closed to all pupils	Not counted in possible attendances

Appendix 4 – Impact of Absence Explained

Effects of non-attendance

We know that having good attendance, i.e. over 95% can make a significant difference to children's outcomes as they go through their education journey. Not only can it affect the grades they achieve at key points, but it also has an effect on their friendships and social/emotional skills as well as their resilience and ability to hold down a job in adulthood.

The table below indicates how just a few days absence can result in children missing a significant number of lessons over the course of a year.

Attendance during school year	Days lost in a year	Which is approximately	Approximate number of lessons missed
95%	9.5 days	2 weeks	50 Lessons
90%	19 days	4 weeks	100 Lessons
85%	28 days	5 ½ weeks	138 Lessons
80%	38 days	7 ½ weeks (1 term)	188 Lessons
75%	47 days	9 ½ weeks	238 Lessons