

Rossington St Michael's C of E Primary School

ATTENDANCE POLICY

2025-2026



Date of Policy: September 2025

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1. Aims, Objectives & Vision

Aims

The attendance policy seeks to;

- Be informative about what good attendance looks like in school.
- Explain the processes, clearly, to stakeholders about how attendance is managed.
- Identify the named members of staff at school responsible for attendance.
- Be clear about what the role of parents and carers is in promoting attendance.
- Outline our expectations as a school.
- Explain how we use data to inform us of children's attendance falling below.

Objectives

The attendance policy is designed to;

- Help increase every child's attendance.
- Bring St Michael's school attendance inline with national attendance figures.
- Promote attendance as a key priority for children's learning and progress in school.
- Promote attendance as a key priority for children's social and emotional well-being.
- Be proactive, responsive and supportive to those children and families who face barriers in attending school.

Vision

Our vision for attendance at St Michael's is;

'To create a nurturing, inclusive and supportive learning environment where every child feels welcomed, accepted, are able to achieve and are loved.'

2. Roles & Responsibilities

St Michael's recognises that all stakeholders play a vital part in promoting good attendance at school, including parents and children. In this section of our policy, it details key staff member roles and what their responsibility is with regards to attendance. Most staff have been trained through the Educational Psychology Service on Emotionally Based School Avoidance (EBSA).

Role	Named Member of Staff	Responsibility
Local School Board	Gary Hewitt (Chair)	<ul style="list-style-type: none"> - To hold school to account around the effective implementation of the attendance policy. - To challenge school to improve school attendance and implement strategies.
Headteacher	Miss Birks	<ul style="list-style-type: none"> - To meet with families who have been identified as not improving attendance. - To provide support to those families whose attendance is not improving. - To send for fixed penalty notices as a last resort to those families who are consistently falling below expected attendance and no improvements have been made.

Senior Attendance Champion	Mr Walker	<ul style="list-style-type: none"> - To monitor attendance data in order to identify children who are below expected attendance. - To monitor attendance data to identify children's attendance that is not improving. - To provide support to families who are experiencing barriers to children attending school. - To know and intervene with vulnerable families who are presenting with attendance barriers. - To be aware of the SEN/EHCP children's attendance. - To liaise with the DSAT EWO regularly.
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		<ul style="list-style-type: none"> - To develop a rewards system for good attendance.
Pupil Liaison Officer	Miss Robinson	<ul style="list-style-type: none"> - To monitor attendance on a day to day basis. - To ensure that all marks are correct on our MIS system. - To mark absences on the MIS following parental contact. - To call families who do not make contact with school when their child is absent. - To report children as 'CME' when they have not been in school or had contact from families for a period of time. - To ensure, where children are absent, the correct code is used on the MIS. - To liaise with Local Authority EWO and process penalty notices.

Class Teachers	<p>Mrs Hewitt Mr McArdle Miss Phillips Mrs Stanfield Mrs McClellan Miss Winterbottom Mr Sell Miss Grant Mrs Price Mr Hart Mrs Maddison Miss Bradley Mrs Ludbrook Mrs Potts Miss Leaney Mrs Lockett</p>	<ul style="list-style-type: none"> - To mark children as present or not present in the AM and PM sessions – ensuring registers are accurately marked. - To make contact with children who are absent at the end of day 2 of absence. - To be aware of children in their class who have barriers to attending school and are known to be persistently absent. - To ensure that children who have barriers to their attendance do not fall academically behind. - To ensure that HQT is in place and learning is fun, engaging and exciting and that practical, hands on experiences are provided. - To provide nurturing and welcoming classrooms for children to be able to feel safe and welcome at school and be emotionally available for children.
Support Staff	<p>Mrs Tucker Miss Allenby Mrs Ross Mrs Whittle Miss Oliver Mrs Reid Ms Dillon</p> <p>Mrs Williams Mrs Newton Mrs Emmett Mrs Brown Ms Smith Mrs Taylor Miss Carter Mrs Norton Mrs Soffe</p>	<ul style="list-style-type: none"> - To support teachers in delivering a nurturing and welcome classroom - To support teachers in being emotionally available and being ready to respond to the emotional needs of children. - To build and maintain positive relationships with the children. - To provide academic support to the children when they need additional support. - To encourage good attendance through discussion with children who may be struggling to attend school. <p>To provide support in the communications with parents and carers during/following absence..</p>

School Admin	Mrs Feirn	- To support Miss Robinson in managing the MIS.
Learning Mentor & Early Help Practitioner	Mrs Atherton	<ul style="list-style-type: none"> - To provide support for children's barriers to attending school when they are emotionally based and to work with families of children struggling with Emotionally Based School Avoidance to put in a package of support. - To lead on Early Help referrals for families where attendance is a barrier. - To be lead practitioner in getting further support
Trust Education Welfare Officer	Alison Hallewell	<ul style="list-style-type: none"> - To support school in monitoring school attendance. - To support school in contacting families and offering support where needed.
Local Authority Education Welfare Officer	Kieran Ellis	<ul style="list-style-type: none"> - To work with school when concerns are raised regard a family/child's attendance at school. - To support school in logging children as CME. - To provide advice to school following consultation about a child/family.

3. Attendance & Punctuality

Why is attendance so important?

Attendance is essential and compulsory for all children of school age. There are clear benefits to consistent, regular attendance at school. These include good attainment from access high quality teaching and intervention, strong social connections between peers and adults, improved self-esteem, the building of good habits and routines, access to high quality.

What is good attendance at school?

At St Michael's, we recognise that illness and unforeseen circumstances happen throughout the year and ,whilst we encourage all children to be present for all sessions, good attendance at school is deemed anything above 96%.

How does our school compare to national attendance figures?

St Michael's has historically fallen under the national attendance figures. We are seeking to improve our attendance so that it is more aligned to or better than national attendance figures.

What does the word punctuality mean?

Punctuality means consistently and timely arrival of children to their classrooms at the required time. It is an important component of attendance.

What does punctuality mean at St Michael's?

At St Michael's the school day begins at 8:40am. It is expected that children are in their classrooms at this time and are ready to begin their learning. The gates close and are locked at 8:50am which is when the registers close too. Any child arriving at school after 8:50am will need to come through the office and be signed into school by their parent or carer.

Children arriving after 8:50am will be marked as late on the register.

Why is being punctual important?

Being punctual and on time is vitally important. By arriving at school later than 8:40am, the children miss out on a high quality start to their day. Children have morning tasks and activities or reading to complete when they enter school as a soft start to the day. Children missing out on this time are missing these opportunities to read with an adult, complete retrieval practise in maths or the opportunity to check in with staff about any concerns or worries that they have.

How does punctuality affect attendance?

Children arriving after 8:50am are marked as late on the MIS for the day. This is recorded as an L code on their attendance certificate. This affects children's attendance negatively and brings their overall percentage for the year down.

Children arriving after 9:00am are marked as an unauthorised late and is recorded as a U on their attendance certificate. Unauthorised late marks make a more significant negative impact on a child's attendance percentage.

10 in 10

When we monitor attendance, we continually assess patterns of attendance and look at each individual case to see if we can find times or days that children may persist in being absent from school. For example, Mondays. Alongside this, we monitor attendance for 10 sessions of absence in a rolling 10 week period. We screen individual cases to identify the cause and reason for absence and these cases are usually picked up through our rigorous monitoring prior to this happening and support being offered. If a child reaches 10 sessions of absence within a 10 week rolling window, we refer this on for prosecution.

4. Senior Attendance Champion

The Senior Attendance Champion is member of the Senior Leadership Team within school and is responsible for overseeing and promoting attendance. This is a strategic role within school and ensures that the attendance policy is effectively implemented and that those children at risk of absenteeism are supported to improve attendance.

The Senior Attendance Champion at St Michael's is Mr Walker.

Should you need to contact Mr Walker, please use the contact details below.

enquiries@smp.dsat.education

Tel: 01302868284

5. What to do if my child cannot attend school?

There are set procedures in place for reporting pupil absence. This is to ensure that we are able to account for where children are if they are not at school and that we know why they are not attending. Below are a number of scenarios and what to do.

1. My child is too unwell to attend school.

- a.** You must phone the school office as soon as is reasonably possible from you recognising them as being too unwell.
- b.** If there is no one in the office, please leave a voicemail stating your child's name, class and reason for not coming in.
- c.** The reason needs to be specific. We must know exactly why they are too unwell to come in e.g. chicken pox, stomach bug, sickness and diarrhoea.
- d.** This will be marked as I on the attendance certificate.

2. My child has a medical appointment.

- a.** You must phone the school office and let school know that your child has an appointment.
- b.** Evidence of appointment will be required (e.g. letter, text message)
- c.** It is expected that, subject to time of day, children return to school.
- d.** This will be marked as M on the attendance certificate.

3. I am taking my child on holiday.

- a.** You must contact the school office in advance of the holiday to request a holiday form.
- b.** This must be signed and returned to school.
- c.** All holidays are marked as unauthorised unless it is extensively extenuating circumstances.
- d.** This will be marked as G on the attendance certificate.
- e.** Please also refer to the Fixed Penalty Notices section of the policy as holidays are likely to incur a parental fine.

4. My child is taking part in an extra-curricular activity away from school.

- a.** You must contact the school office in advance of the event and provide proof of the activity being undertaken and who the child is representing.
- b.** This is marked as an authorised absence, up to 3 per year.

If we have not heard from parents or carers regarding your child's absence, a member of staff will try to contact you to find out where they are. If we cannot make contact with you, it may lead to home visits and reporting to the MASH Team. This is because we may be concerned as we have been unable to get hold of anyone and do not know where the child is. If this is prolonged, your child will be marked as Child Missing in Education and reported to the Local Authority.

6. Day-to-Day Process

First Day Calling

First day calling is a process where by school will seek to make contact with families on the first day of absence, if we have not had any contact, to establish the whereabouts of a child. This is done primarily to safeguard children and forms an important part of accounting for all children on roll and ensuring their safety.

Notification Procedures for Unplanned and Planned

All absences must be reported to the school office as soon as is reasonably possible following the decision to be absent from school. The school phone number is 01302 868284. If no one is available to take the call, there is an answer machine that a message can be left on. Please make sure you clearly state your child's name, class and the reason that they are absent from school. Each day of absence will need to be reported each day and should not be accumulative in one message. E.g. absent for first day of illness should not be a message for 2 or 3 days.

If the reason is for a holiday within term time, this should have been brought to school's attention when the holiday was booked and a holiday form completed. Holidays during term time are not permitted.

How will we follow up with unexplained absences?

If we do not receive contact from a family regarding a child/ren's absence, the school will aim to make contact with the family in the first instance by phone. If we cannot get hold of anyone, we will attempt to do a home visit to check the welfare of the child/ren and leave a letter to say that we attended that home address. If we have no acknowledgement of this, and a child/ren continue to be absent we will report them as CME.

Ongoing Punctuality Issues

Ongoing punctuality issues will be dealt with in the same way as attendance issues. Punctuality is important and not attending on time will results in attendance percentage being negatively affected. This will be highlighted when the attendance team meet every 3 weeks.

For further information about we record absence and the different types of absence, please refer to the Department for Education Guidance – [Working Together To Improve School Attendance August 2024](#) Pages 76 – 91.

7. How to we promote attendance?

At St Michael's we believe that attending school is imperative and that children need an intrinsic desire to come to school. We work hard to give children this desire by;

- Whole school attendance being celebrated
- Attendance Ted and trophy/certificates
- House points for attendance
- Non uniform days for house

8. How is data used?

We use data to help us track and monitor attendance. Attendance is usually reports in percentages and we use this as a marker to determine bettering or worsening attendance. The percentages are calculated from the start of the year to date. We report attendance in number of sessions missed. A session is either an AM or PM slot. We collect this daily and is logged on our MIS system – Arbor.

Attendance data allows us to;

- Seek trends and patterns of absence over time
- Track and categorise absence
- Identify persistent absenteeism
- Identify children and families early who pose a risk of becoming PA
- Identify children who are chronically late
- Put in place early intervention and targeted support
- Report to parents and carers
- Communicate with the LA
- Evaluate systems, protocols and procedures
- Assess, plan and implement resources required
- Collaborate with external agencies Data is held on our internal systems.

Data on children's attendance is available on request and also through the Arbor Parent platform.

9. Persistent and Severe Absences

What is Persistent Absence (PA)/Persistently Absent?

A child becomes PA when their overall attendance drops below 90%. Our current monitoring systems start monitoring children from when their attendance drops to this % or below. A child becomes at risk of being PA when their attendance drops below 95%.

Our aspiration is begin monitoring attendance in 25/26 from 95% with initial concern letters being sent out.

What is Severe Absence (SA)/Severely Absent?

A child becomes SA when their overall attendance drops below 50%. Children hitting this marker will have previously been identified and offered differing rounds of support to ensure that school attendance is paramount and a priority.

Our aspiration is that no children at St Michael's are SA.

10. Fixed Penalty Notices

What are fixed penalty notices?

A Fixed Penalty Notice (FPN) are a legal tool used by the local authority to address the issue of poor and unauthorised attendance. They are fines issued to parents and carers whe their child has unauthorised absences from school.

When are fixed penalty notices issued?

FPNs are issued when:

- A child reaches 10 absences in a 10 week rolling period.
- When a child is taken out of school to go on holiday.
- Unexplained and unapproved absences over a certain period.
- Where attendance does not improve following the implementation of support systems.

Who issues a fixed penalty notice?

The Local Authority are responsible for issuing the FPN. Once a trigger for a FPN is reached within school, school will then send this off to the LA for processing and issuing.

How much is a fixed penalty notice?

FPNs are accumulated over a 3 year rolling window.

First Offence – A FPN is £80 if paid within the first 21 days of issue and a further 7 days to pay the fine at £160. A FPN will be issued on a per parent, per child basis.

A non-payment of the FPN may be referred to the Magistrates Court.

Second Offence – A FPN is £160. A FPN will be issued on a per parent, per child basis. A non-payment of the FPN may be referred to the Magistrates Court.

Third Offence – The case may be presented straight to the Magistrates Court under Section 444 of the Education Act (1996). The Magistrates Court can issue fins for up to

£2500 per parent, per child. This can show on DBS Certificates in the future.

11. The Monitoring Cycle



12. Equality Act 2010

The **Equality Act 2010** plays a significant role in school attendance because it helps ensure that all students, regardless of their characteristics or circumstances, are treated fairly and not discriminated against in relation to their education. The Act includes provisions that may directly or indirectly affect how attendance issues are addressed, particularly for students with specific needs or protected characteristics. Here's how it ties into school attendance:

Protected Characteristics

The Equality Act 2010 protects individuals from discrimination based on **nine protected characteristics**:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

In the context of school attendance, the Act ensures that students with any of these protected characteristics are not unfairly treated in relation to their attendance. For example, if a student has a disability that impacts their ability to attend school regularly, the school must make reasonable adjustments to accommodate their needs. Discriminating against or penalizing a student for these reasons could be considered unlawful under the Equality Act. We constantly seek to make reasonable adjustments for children with SEND characteristics and continually draw on the expertise of external professionals for advice and support in putting in place the right level of provision for children with SEND.

13. Appendix A – Illnesses

We recognise that there are times when children feel unwell and are too ill to come to school. At St Michael's, as per our Medicine Policy, we will administer prescribed medication when required 4 or more times across the day. We parents and carers to encourage their children to try and attend school on the understanding that if they deteriorate as the day goes on that we will call to come and collect them. If children have a slight temperature that is controlled through the administration of paracetamol or ibuprofen, please encourage school attendance.

The NHS have some good advice about when to keep children off school and recommend that parents consult with this before making a decision.

<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>



UK Health
Security
Agency

NHS

Should I keep my child off school?

Yes

	Until...
Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



SCAN ME

Advice and guidance
To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>



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14. Appendix B – Codes Summary

Attendance and absence are recording a number of different ways on our school system – Arbor.

Below is a table of the varying codes that we use, as provided from the DfE, to code attendance and absence.

Code	Meaning	Statistical Value
/	Present at school AM	Attending (Present)
\	Present at school PM	Attending (Present)
L	Late arrival before register is closed	Attending (present)
Code	Meaning	Statistical Value
K	Attending education provision arranged by the LA	Attending an approved educational activity (present)
V	Attending an Educational visit or trip	Attending an approved educational activity (present)
P	Participating in a sporting activity P code can only be used if the pupil is present at the activity	Attending an approved educational activity (present)
W	Attending Work Experience	Attending an approved educational activity (present)
B	Attending any other approved Educational Activity	Attending an approved educational activity (present)
D	Dual Registered at another school	Not a possible attendance (neither present nor absent)
Code	Meaning	Statistical Value
C1	Leave of absence – performance or regulated employment abroad	Authorised absence
M	Leave of absence for medical or dental appointment	Authorised absence
J1	Leave of absence for Interview	Authorised absence

S	Leave of absence for Studying for public examination	Authorised absence
X	Non-compulsory school age pupil not required to attend school	Not a possible attendance (neither present nor absent)
C2	Leave of absence – compulsory school age pupil subject to part time timetable	Authorised absence
C	Leave of absence exceptional circumstances	Authorised absence
Code	Meaning	Statistical Value
T	Parent travelling for occupational purposes.	Authorised absence
R	Religious observance	Authorised absence
I	Illness (not medical appointment)	Authorised absence

E	Suspended or permanently excluded with no alternative provision made	Authorised absence
G	Holiday not granted by school	Unauthorised absence
N	Reason for absence not yet established	Unauthorised absence
O	Absent in other or unknown circumstances	Unauthorised absence
U	Arrived in school after registration closed	Unauthorised absence
Z	Prospective pupil not on admission register	NOT COLLECTED
#	Planned whole school closure	NOT COLLECTED

