

Clapgate

Primary School

Inspiring Young Minds

Attendance Policy

Approved by: Headteacher
Date: September 2025
Review date: September 2027



Knowledge



Spark



Humanity



Grit



Team

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This Attendance Policy is available on the school website and is reviewed and ratified annually by the governing body. Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Headteacher	School Attendance Champion (SLT)	Nominated Governor Attendance	Chair of Governors
2025-2026	Heather Taylor	Emily Smith	Charlie Preston	Dave Bache

Policy Review date	Date Ratified by governors	Date Shared with staff
September 2025	October 2025	October 2025

School Name	Clapgate Primary School
Attendance Target	96%
School opens at	8:50 a.m.
Registers close at	9:00 a.m.

1. Contact List – September 2023

Role / Agency	Name and role	Contact Details
Headteacher	Heather Taylor	01132716700 Taylorh@clapgateprimaryschool.org
Attendance Champion SLT	Emily Smith	01132716700 smithe@clapgateprimaryschool.org
Attendance Officer	Aimee Stamp	01132716700

		stampa@clapgateprimaryschool.org
Governor with responsibility for Attendance	Charlie Preston	01132716700 Prestonc@clapgateprimaryschool.org
Chair Of Governors	Dave Bache	01132716700 dbache@clapgateprimaryschool.org
School Office	Aimee Stamp	01132716700 stampa@clapgateprimaryschool.org
Mental Health Leader and Family Support Worker	Keeley Shires	01132716700 shiresk@clapgateprimaryschool.org
Year Group Attendance Leads	Year 1, 2, 3- Mrs Smith Year 4, 5, 6- Miss Brennan	smithe@clapgateprimaryschool.org woodhousev@clapgateprimaryschool.org shiresk@clapgateprimaryschool.org singletonn@clapgateprimaryschool.org queeleva@clapgateprimaryschool.org taylorh@clapgateprimaryschool.org
School Attendance Service (SAS)	Queries relating to attendance	0113 3785994 Schoolattendanceservice@leeds.gov.uk
Elective Home Education (EHE)	Queries around Elective Home Education	EHE@leeds.gov.uk
Children Missing Education (CME)	Referrals for children missing education	0113 378 9686 CME@leeds.gov.uk
Education Safeguarding Team	Advice / Training / Safeguarding Audit	0113 3789685 estconsultation@leeds.gov.uk

2. Policy Statement

Clapgate Primary School seeks to ensure that all its pupils receive an education that 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.

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

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

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

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

3. Aims

3.1 The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their responsibilities with respect to Attendance and understand the correlation with safeguarding.

- Parents, carers, and pupils are informed about the procedures for attendance and take an active role in promoting good attendance and punctuality.
- Pupils who achieve attendance and punctuality targets throughout the academic year are recognised and rewarded.

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

4. Legislation and guidance

4.1 This policy is based on the Department for Education's guidance, [Working together to improve school attendance - GOV.UK \(www.gov.uk\)](#) 2022 and the Early Years Framework 2025.

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 in the appropriate uniform
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 the school on the first day of absence and provide the reason for absence
Complete a request form for absence in term time
Supply medical evidence when required
Ensure all parental and child contact details are up to date
Provide school with two emergency contact details
Speak to relevant members of staff if they know of any problem which may prevent their child/ren from attending
What the parents/carers can expect from the school
A broad, balanced education
Encouragement 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 about their child's attendance

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 2025. [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2025)
- 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 \(www.gov.uk\)](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions)
- Ensuring every member of staff knows and understands their responsibilities for attendance.
- Ensuring accurate completion of admission and attendance registers.
- Ensuring staff are actively working to maximise attendance rates, both in relation to individual pupils and whole school attendance.
- Having clear processes in place to address persistent and severe absence - pupils who are severely absent may be at risk of CCE/CSE/grooming etc. and this cohort must be made the top priority for action and support. Ensuring all staff are aware of any potential safeguarding issues, ensuring joint working between the school, Children's Social Work Services and other statutory safeguarding partners. Often severely absent pupils have additional needs and therefore it is vital that schools ensure all appropriate services are informed and aware of the pupil's absence so suitable support can be considered, and education provided/accessed.
- Ensuring that all staff adopt a consistent approach in dealing with absence and lateness.
- Monitoring and analysing data and trends.
- Reporting to the Governing Body and Trusts the attendance figures and progress to achieving the set targets.
- Reminding parents of their commitment to this policy.
- Building and modelling respectful relationships with staff, pupils, families, and other stakeholders to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Open and honest communication with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.
- Sharing information on and working collaboratively with other schools in the area/cluster, LAs, and other partners when absence is at risk of becoming severe or persistent.
- Ensuring the school attendance policy is applied fairly and consistently and recognises the individual needs of pupils and their families who have specific barriers to attendance. Schools should consider their obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

6.2 The School Attendance Champion SLT

The School Attendance Champion is responsible for:

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

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

6.3 Teaching staff

Teaching staff are responsible for:

- Ensuring the effective whole school culture of high attendance is underpinned by setting an example of punctuality and good attendance.
- Implementing the policy and ensuring it is applied fairly and consistently.
- Ensuring that the registers are taken at the start of the morning session and once during the afternoon session and are accurate and up to-date.
- Reviewing class and individual attendance patterns.
- Informing the school attendance champion/line manager of any concerns.
- Emphasizing with pupils the importance of punctuality and good attendance.
- Reminding parents of their commitment to this policy.
- Building respectful relationships with staff, pupils, families, and other stakeholders in order to secure their trust and engagement. Making sure there is a welcoming and positive culture across the school.
- Communicating openly and honestly with staff, pupils, and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.
- 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 but continue to outline sanctions.
- Apply rewards and sanctions consistently.
- Follow up on absence and lateness with pupils to identify barriers and reasons for absence.
- Contact parents and carers regarding absence and punctuality.
- Periodically review practice and consistency both across and between departments.
- 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 such as late gate or sign in procedures).
- Providing appropriate support and challenge to establish good registration practice.
- Carrying out robust first day calling procedures including priority routines for vulnerable children including children with a social worker. If absence continues to a second day of no contact, a home visit will be made alongside the safeguarding team.
- 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, 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 focusing on the amount of time missed and the impact on the pupil's learning).
- Holding regular meetings with the parents of pupils whom the school (and/or Local Authority) consider to be vulnerable or are persistently or severely absent to discuss attendance and engagement at school.
- Identifying pupils who need support from wider partners as quickly as possible and making the necessary referrals.
- Undertaking home visits in line with safeguarding responsibilities to engage families and ensure children are safe.
- Identifying and, where possible, mitigating potential barriers to good attendance in liaison with families and relevant support agencies.
- Implementing children missing education (CME) procedures when appropriate.
- Where pupils have additional vulnerabilities, which may require multi-agency meetings trying to arrange those meetings outside of lesson time, where possible.

For pupils at risk of persistent absence

- Providing regular attendance reports to facilitate weekly reviews with leaders (including special educational needs coordinators, designated safeguarding leads, attendance year group 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 year group attendance and pastoral leads) on referrals to external agencies and multi-agency assessments.
- Coordinating and contributing to multi-agency meetings to review progress and agree on actions.
- Working in partnership with School Attendance Service and other agencies to ensure the appropriate use of statutory parental responsibility measures.
- Providing regular reports to leaders on the impact of action plans and interventions.

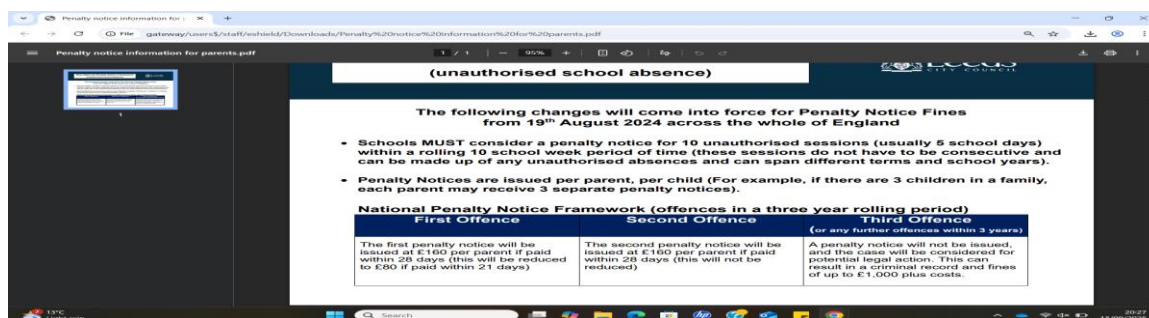
7. Attendance Procedures

7.1 Attendance and Lateness

- Registration takes place each morning at 8.50 am and each afternoon at 1.00 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.
- Children who arrive within 30 minutes of school start time will be marked down as (L) late.
- Children who arrive after 9.30 am and 1:30 pm are deemed to be 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.
- Children who arrive late must report to the office immediately.
- Children who arrive late will be given the green dinner option if they have not pre-ordered a dinner.
- Parents/carers will be contacted by school if their child is persistently late.

7.2 Responding to absence

- If a child cannot come to school, parents should contact the school office by 9am on the same day, either by telephoning or sending a message.
- The reason for the absence needs to be noted. Teachers are legally responsible for recording the exact reason for a child's absence.
- The school may consider issuing a **Penalty Notice** if a pupil has **10 or more unauthorised sessions (equivalent to 5 school days)** within a **rolling 10-school-week period**.
 - These sessions do not have to be consecutive.
 - They can include any type of unauthorised absence.
 - They may span across different terms and even different school years.
- This is in line with the **National Penalty Notice Framework 2024**. Please note: **Penalty Notices are issued per parent, per child.**



- For parents of children with SEND (for example children with a diagnosis of autism). We may make reasonable adjustments to our attendance policy regarding leave of absence for holidays for children with SEND if:
 - The child's attendance figure is at least 96% for the previous and current academic year
 - The leave of absence form is submitted before the absence

Authorised absences will be given for:

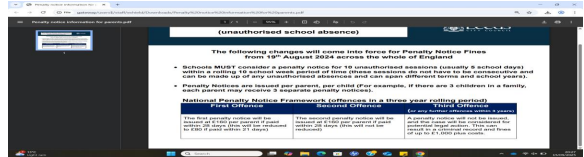
- Personal illness (for pupils with less than 90% attendance, the absence will be recorded as unauthorised unless in exceptional circumstances and medical evidence is provided).
- Religious festivals.
- Medical/dental appointments with evidence provided to attendance team.
- Circumstances authorised by the school (such as a family bereavement).
- Parents of children with SEND children may feel that taking holidays during the school holiday time will disadvantage their children. Therefore, parents may request to take their children out of school during term time for holidays during quieter periods. When parents have submitted a leave of absence form before the absence, Clapgate Primary School may make reasonable adjustments to our attendance policy. The headteacher will consider these requests on a case-by-case basis, depending on the length of the absence, provided a child's current and previous years' attendance figure is at least 96%.

If a reason is not given or is not covered by the above reasons, then the absence is noted as an unauthorised absence.

The school attendance team will:

- Provide parents with a half-term attendance report card.
- Monitor children's attendance at the end of each half-term.
- Closely monitor repeated absences
- Set and communicate clear targets for improvements to pupils and parents or carers.
- Organise support to remove barriers to regular attendance.
- Organise meetings with parents or carers to review and improve attendance.
- Follow the procedures below if a child's attendance meets one of the trigger points below.

Stage	Trigger	Action
1	Below 94% attendance (at the end of any half term throughout the year)	The half-termly attendance report reminds parents of this trigger, so they are aware that no absence will be authorised without proof of illness etc. If exceptional attendance circumstances are known to the school about the child, e.g. the child has been in hospital etc, the letter will not be sent.
2	Five unauthorised days (10 sessions) within 10 weeks	After five unauthorised days (10 sessions), FAST TRACK LETTER 1 will be issued. At this point, parents will also be invited in to see us if they wish. We will continue to not authorise

		absences unless evidence is provided (appointment cards etc.).
3	One unauthorised day within 20 days after Fast Track Letter 1 has been sent.	Send home FAST TRACK LETTER 2 . The letter will invite parents to school for a School Attendance Panel meeting (SAP).
3	SAP Meeting	During the meeting, parents will be informed that if their child has one more day off (2 sessions) unauthorised in the next 20 days, a penalty notice will be issued against them (a fine) if they have had a total of 10 or more absences in the last 10 weeks and a notice to improve letter will be given to parents.
4	When the recommendations and targets set in the SAP meeting are not met, or parents/carers do not engage with the school around the meeting.	<p>A parent contract may be offered or a fine issued to parents.</p> <p>At the point, a penalty notice is issued under the provisions of the Education Act 1996.</p> <p>Note: Payment of a Penalty Notice is as above in 7.2.</p> 
Casework	Any child whose attendance is below 75% at any point in the year or has been persistently absent in the previous year and is showing a poor attendance pattern in the current academic year.	<p>Parents and guardians of children who are persistent absentees (attendance below 90%) in the previous academic year will be monitored closely during the next academic year. If the school continues to be concerned about a child's attendance, then they will be invited to an attendance panel meeting at school during the Autumn term, and the school will begin gathering evidence for casework which will then be passed to the Local Authority.</p> <p>Once a monitoring process starts, if a child's attendance continues to follow the same pattern or parents do not attend meetings to work with the school to improve their child's attendance, the school will pass the evidence gathered to the Local Authority.</p> <p>The 'Case Work' process could lead to a £2500 fine, court-ordered parenting classes or criminal charges leading to a custodial sentence.</p>

7.3 Working with the Local Authorities School Attendance Service

- School works in partnership with the statutory School Attendance Service to devise a strategic approach to attendance through Register Checks and Targeted Support Meetings.
- The Headteacher/Attendance Champion (SLT) and the Attendance school staff will meet with an Attendance Improvement Officer from the School Attendance Service when required, to discuss and improve attendance for persistently absent or severely absent pupils.
- Action plans will be developed for persistently and severely absent pupils.

- If parents/carers do not proactively engage with support offered through the action plan, then formal legal intervention may be requested from the School Attendance Service. Statutory intervention can include
 - Penalty Notices
 - Parenting Order
 - Education Supervision Order
 - Prosecution

8. Authorised and unauthorised and absence

8.1 Authorised absence

Authorised absence is defined as:

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

8.2 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 \(DfE September 2016\)](#) , **Keeping Children Safe in Education 2025** and follow the **Leeds Children's Services LA procedure** contacting: cme@leeds.gov.uk. Tel: 0113 3789686.

10. Rewards and Incentive Procedures

10.1 Daily

Each day, attendance champions (Miss Stamp) will go around and speak to the classes who have 100% attendance that day. They will then place a full house poster on their classroom door.

10.2 Weekly

Attendance Spinner

In KS1 and KS2 phases assemblies, phase leaders will talk to their phase about attendance, and the class with 96% attendance or above for the last week will get the chance to spin the attendance spinner to win their class a reward.

10.3 Termly

Attendance Badges and Bands

Each term, children who have achieved 96% attendance for that individual term will receive a band (KS1) or badge (KS2) to symbolise their excellent attendance that term.

Golden Ticket

Each term, children who have achieved 96% attendance for that individual term will receive a golden ticket to spend at the pop-up shop.

Attendance badges and pop-up shop incentives will be given each term. These incentives will focus on that term's attendance, nothing prior. Each child can start with a fresh slate every term and have something to work towards. Medical appointments will not be counted as absences if evidence has been provided.

10.4 Yearly

At the end of the school year, anyone with 96% or above attendance will receive a certificate and visit the ice cream van during the final week.

Clapgate Primary School

**PARENTS' GUIDE TO ATTENDANCE
Appendix A- Attendance Matters Booklet**

<https://www.clapgateprimaryschool.co.uk/wp-content/uploads/2022/11/Attendance-Matters-Information-Booklet.pdf>