



School attendance and punctuality

Approved by:	Governing Body
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Senior Attendance Champion:

Lizzie Jackson (Headteacher) 01665 710388 or email: lizzie.jackson@kingedwinamble.uk

Attendance Officer:

Agnieszka Nowak (School Business Manager) 01665 710388 or email: admin@kingedwinamble.uk

1. Introduction

King Edwin Primary School is committed to ensuring every pupil receives an efficient, full-time education suitable to their age, aptitude, and any special educational needs or disabilities.

Parents have a legal duty to ensure their child attends school regularly when registered at a school.

This policy reflects the statutory guidance [Working Together to Improve School Attendance \(DfE, July 2026\)](#) and outlines how the school promotes high attendance, identifies barriers, and works collaboratively with families and partners to secure improvement.

2. Policy Aims

We aim to:

- Promote the benefits of good attendance and punctuality.
- Reduce absence, including persistent (<90%) and severe (<50%) absence.
- Act early to identify patterns and remove barriers.
- Provide reasonable adjustments and targeted support for pupils with SEND, medical needs, or mental health difficulties.
- Work jointly with the Local Authority School Attendance Support Team.
- Use attendance data intelligently to identify pupils or cohorts requiring support.
- Ensure every pupil has access to the education they are entitled to.

Our whole-school attendance target is **97%**.

3. Roles and Responsibilities

Senior Attendance Champion (Headteacher / Deputy Headteacher)

- Leads the strategic direction for attendance improvement.
- Ensures attendance is high profile across school communications.

- Chairs formal attendance meetings with families.
- Works closely with the Local Authority School Attendance Support Team.
- Oversees data analysis and targeted interventions.
- Works closely with other schools in the local area to manage and monitor attendance.

Attendance Officer / Admin Staff

- Monitor registers daily and record absences accurately.
- Conduct first-day calling and follow-up calls.
- Complete welfare visits where required.
- Maintain SIMS attendance records.
- Provide weekly attendance data for assemblies and senior leaders.

Class Teachers

- Model high expectations for attendance and punctuality.
- Complete registers accurately and on time.
- Build positive relationships with families.
- Identify early signs of attendance concerns.

Parents / Carers

- Ensure their child attends regularly and punctually.
- Contact school on the first day of absence.
- Provide at least **four emergency contacts**.
- Avoid term-time holidays and unnecessary absences.
- Work collaboratively with school to address barriers.

4. School Day and Registers

- **Doors open:** 8:35–8:45am
- **Morning register taken:** by 9:00am
- **Register closes:** 9:15am (DfE maximum 30-minute window)
- **Afternoon register:** taken at the start of the afternoon session

Attendance Codes

- **L** – Late before register closes
- **U** – Arrived after register closes (unauthorised)

All attendance codes follow the national DfE attendance code set.

5. First-Day Response and Safeguarding

If a pupil is absent without explanation:

1. **First-day call** made by 10am.
2. Further calls made using all emergency contacts.
3. If absence continues for **3 days**, welfare calls continue.
4. On **day 4–5**, a **welfare home visit** is attempted.
5. If the child's safety cannot be confirmed, the school may request a **police or children's services welfare check**.

All actions are recorded on SIMS.

6. Understanding Barriers and Providing Support

The school will:

- Meet with parents and pupils to **listen to and understand barriers**.
- Provide **reasonable adjustments** (e.g., modified start times, safe spaces, mentoring).
- Refer to **Early Help**, mental health support, or other agencies where appropriate.
- Develop **attendance action plans** for pupils at risk of persistent absence.
- Review plans regularly with families and partners.
- Avoid punitive approaches where absence is linked to SEND or health needs.

Support intensifies as absence increases.

7. Response to Attendance Concerns

The school monitors attendance on a rolling 15-day cycle, beginning each September. Pupils whose attendance was below 90% in the previous year receive an early intervention letter at the start of term, while others are monitored routinely. When attendance drops below 92%, the school issues a series of escalating letters (Letter 1, Letter 2, then Letter 3A or 3B depending on circumstances). If no improvement is seen, the school arranges a meeting with the school nurse or Early Help to explore barriers and support the family. Continued lack of improvement will result in a referral to the Education Welfare Officer (EWO), with monitoring continuing throughout each stage. Improvements at any point return the pupil to standard monitoring. (See Appendix 1).

8. Medical Evidence

Medical evidence may be requested when:

- Absence patterns raise concern.
- Explanations are inconsistent.
- Long-term absence requires confirmation for support planning.

9. Attendance for Pupils with SEND, Medical Needs, or Mental Health Difficulties

The school will:

- Provide reasonable adjustments.
- Offer phased returns where appropriate.
- Work with health professionals.
- Ensure attendance expectations are personalised.
- Use risk assessments where needed.
- Ensure remote education is used **only as part of a reintegration plan**.

10. Part-Time Timetables

A part-time timetable will only be used in exceptional circumstances, for the shortest time necessary, and always as part of a clear, time-limited reintegration plan. Any part-time timetable must be agreed with parents, regularly reviewed, and approved by the Headteacher. Part-time timetables will never be used as

a long-term solution or for reasons of behaviour management, and the Local Authority will be informed where required.

11. Term-Time Leave and Holidays

- Headteachers may not grant leave of absence unless **exceptional circumstances** apply.
- Holidays are **not normally considered exceptional circumstances**.
- Parents must submit a holiday request form **at least two weeks before travel**.
- Unauthorised holidays may result in a **Penalty Notice**.

12. Data Monitoring and Reporting

The school will:

- Analyse attendance weekly, termly, and annually.
- Identify patterns by cohort (SEND, FSM, young carers, pupils with social workers).
- Benchmark against national data.
- Report attendance to governors termly.
- Share attendance information with parents through newsletters, assemblies, and reports.

13. Promoting Good Attendance

The school promotes strong attendance through a visible and proactive whole-school approach. Senior leaders greet pupils daily on the yard and monitor registers each morning, reviewing weekly attendance data to identify concerns. Staff welcome every child on entry and provide engaging early-morning tasks to encourage prompt arrival. Attendance is celebrated through weekly assemblies, monthly newsletter updates, termly attendance newsletters, and 10-day attendance drive with prize draws. The importance of good attendance is reinforced through workshops delivered by the Education Welfare Team, posters displayed around school, and clear expectations shared during 'Meet the Teacher' sessions. Persistent absence triggers early intervention letters, personalised attendance plans, and meetings with SLT or the EWO to address barriers and support families, with attendance and punctuality also reported in termly progress reports.

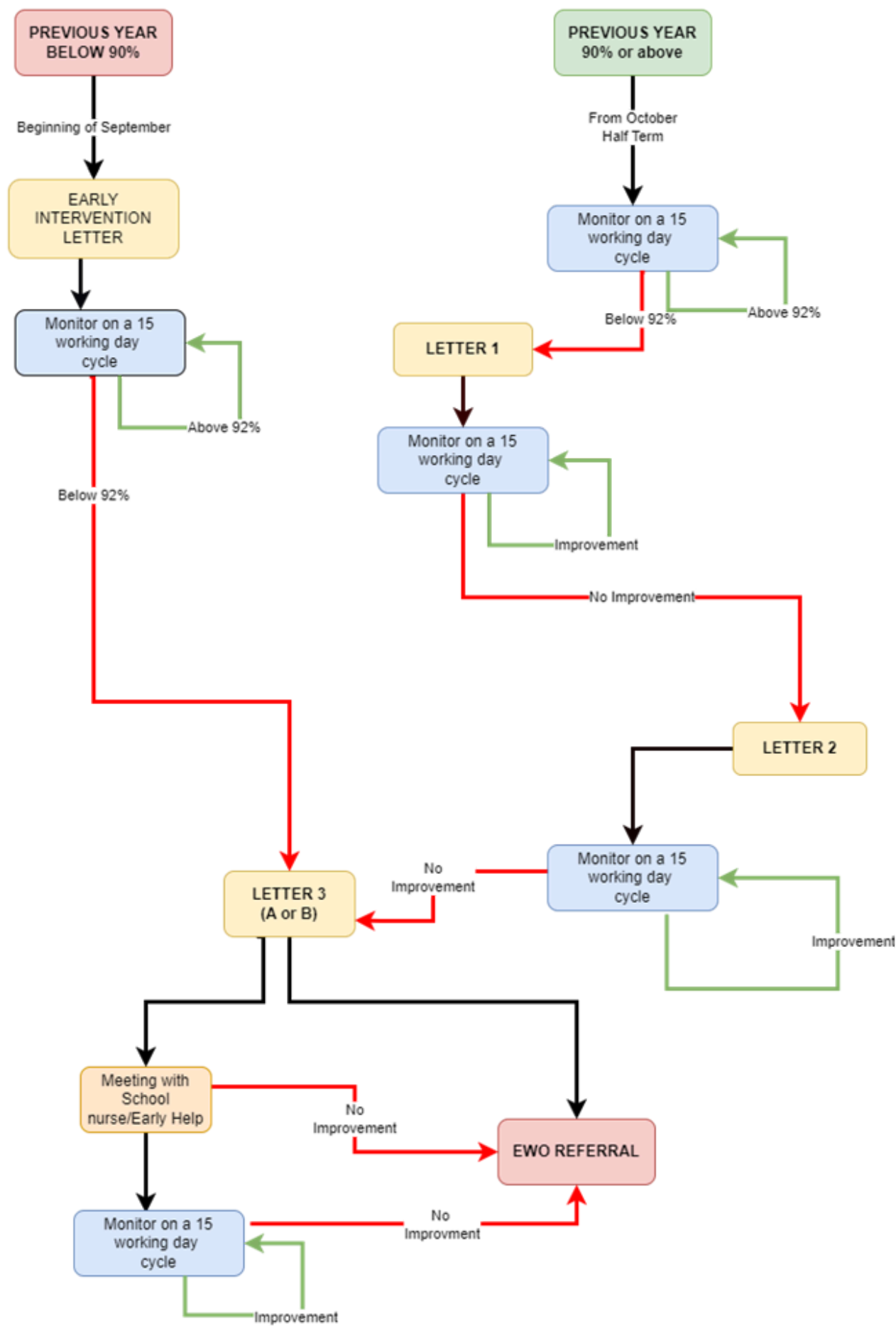
Rewards are used sensitively and never in a way that discriminates against pupils with legitimate absence.

14. Review

This policy will be reviewed annually or sooner if required by changes in legislation or guidance.

Appendix 1

FLOWCHART 1 - ATTENDANCE MONITORING AND ACTION PROCEDURE



Appendix 2

FLOWCHART 2 - PROCEDURE FOR HOLIDAYS TAKEN DURING TERM TIME

