



GOODYERS END PRIMARY SCHOOL

ATTENDANCE POLICY

This document is to enable the Governing Body of the school to fulfil its statutory responsibilities under Section 175 and that the school complies with legal requirements regarding the safeguarding of children of the Education Act 2002.

Date Adopted by the Governing Body: Autumn 2025

Date of next review: Autumn 2026

The review of this policy will be as and when required in response to national requirements and in light of continuous school-based monitoring and evaluation data.

Based on DofE statutory guidance and model policy from The Key Support.

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1. Introduction and aims

Goodyers End Primary School strives to be a warm and welcoming place that children and the wider community feel safe and valued. Our motto, 'Big Hearts, Open Minds', underpins all that we do with a focus on the core values pupils need to succeed throughout their education and beyond. We are committed to providing an education of the highest quality for all of our pupils and recognise this can only be achieved by promoting and supporting excellent school attendance. Only by attending school regularly and on time will children be able to take full advantage of the educational opportunities available to them and receive the support they need.

This policy aims to show our commitment to improving school attendance and give clear guidance to all stakeholders.

This includes:

- Setting high expectations for the attendance and punctuality of all pupils.
- Promoting good attendance and understanding the benefits of attending school every day.
- Reducing absence, including persistent and severe absence.
- Ensuring every pupil has access to the full-time education to which they are entitled.
- Acting early to address patterns of absence.
- Building strong relationships with families to make sure pupils have the support in place to attend school.
- Working collaboratively with colleagues and wider professionals to ensure the best outcomes for our pupils.

2. Legislation and guidance

This policy is based on the Department for Education's statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#) and [school attendance parental responsibility measures](#).

3. Roles and responsibilities

The DfE say that 'improving attendance is everyone's business' and we firmly believe that the whole school community has a responsibility towards this including pupils, parents/carers, teaching and support staff and school governors. We recognise the importance of working together to ensure the best outcomes for our pupils and strive to work with pupils and families to overcome any barriers to attending.

3.1. The governing board

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents.
- Making sure school leaders fulfil expectations and statutory duties.
- Recognising and promoting the importance of school attendance across the school's policies.
- Making sure the school's attendance management processes are delivered effectively.
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs.
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most.

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- Working with school leaders to set goals for attendance and providing support and challenge.
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs.
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance.

The school's link governor for attendance is Mrs Giuseppina Nucci.

3.2. The Headteacher

The Headteacher is responsible for:

- The implementation of this policy at the school.
- Monitoring school-level absence data and reporting it to governors.
- Supporting staff with monitoring the attendance of individual pupils.
- Overseeing the monitoring of the impact of any implemented attendance strategies.
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers.
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs.
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels.

3.3. The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school.
- Setting a clear vision for improving and maintaining good attendance.
- Evaluating and monitoring expectations and processes.
- Having a strong grasp of absence data and oversight of data analysis.
- Regularly monitoring and evaluating progress in attendance.
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff.
- Liaising with pupils, parents/carers and external agencies, where needed.
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues.
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers.
- Working alongside other staff, including the SENDCo and Family Support Worker, to ensure the right support is in place for pupils and families.
- Monitoring and analysing attendance data to identify areas of focus for improvement.
- Providing regular attendance reports to school staff, Headteacher and governors.
- Working with the Warwickshire Attendance Service (WAS) to tackle persistent and severe absence.

The designated senior leader responsible for attendance is Miss Alison Foster (Deputy Headteacher) and can be contacted via the school office.

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3.4. Class teachers

Class teachers are responsible for:

- Accurately recording attendance for morning and afternoon sessions on a daily basis and submitting this information to the school office.
- Promoting good attendance and punctuality with their classes.
- Supporting pupils with any barriers they have to attending.
- Reporting any concerns they have to the designated senior leader responsible for attendance and/or designated safeguarding lead as necessary.

3.5. School admin staff

School admin staff will:

- Take calls from parents/carers about absence on a day-to-day basis and record it accurately on the school system.
- Transfer calls from parents/carers to relevant members of staff, where appropriate, in order to provide them with more detailed support with attendance.
- Support the designated leader for attendance with collating attendance data.

3.6. Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day and on time.
- Contact the school to report their child's absence on the first day of absence, and each subsequent day of absence, and advise when they are expected to return.
- Ensure that, where possible, appointments for their child are made outside of the school day.
- Keep to any attendance action plans or contracts that they make with the school and/or local authority.
- Communicate any barriers to attending with school staff.

3.7. Pupils

Pupils are expected to:

- Attend school every day and on time.
- Understand the importance of good attendance and punctuality.
- Attend school prepared for the day.
- Speak to an adult in school if they have any problems which may lead to absences.

4. The school day

	Gate Opens	Doors Open	Registration	Home Time
Reception and Key Stage 1	8:35am	8:40am	8:45am	3:15pm
Key Stage 2			8:50am	3:20pm

Pupils must arrive in their classroom ready for the registration time above and be collected on time at the end of the day.

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5. Recording attendance

5.1. Attendance register

In-line with DfE guidelines, we will:

- Keep an electronic attendance register, and place all pupils onto this register.
- Take our attendance register at the start of each school day and again during the afternoon session.
- Keep every entry on the attendance register for 6 years after the date on which the entry was made.
- Accurately record attendance using the statutory codes (see Appendix 1).

5.2. Lateness and punctuality

Registers are kept open for 30 minutes from the time of registration.

A pupil who arrives late:

- Before the register has closed will be marked as late (L).
- After the register has closed will be marked as absent for the morning session (U).

6. Unplanned absence

The pupil's parent/carer should notify the school of the reason for the absence as soon as possible on the first day of an unplanned absence by contacting the school office.

School phone number: 02476 364448

School email address: admin2634@welearn365.com

6.1. Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Contact the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason.
- Liaise with families to ascertain the reason for absence and update the registers – this will be no later than 5 working days after the session(s) for which the pupil was absent.
- Call the parent/carer on each day that the absence continues without explanation, to make sure safeguarding action is taken where necessary. If absence continues, the school may escalate concerns to other professionals including the Children and Families Front Door team.
- Conduct a home visit if there are safeguarding concerns or if a pupil has been absent for 3 days with no reason provided.
- Where appropriate, offer support to the pupil and/or their parents to improve attendance.
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals.
- Where support is not appropriate, not successful, or not engaged with, the school will work closely with the Warwickshire Attendance Service who may issue a notice to improve, penalty notice or other legal intervention. More information about their involvement can be found at: <https://www.warwickshire.gov.uk/school-attendance-exclusions/pupils-non-attendance/5>

7. Planned leave of absence

The law states a leave of absence may only be granted by a school if an application is made in advance and if it considers there are exceptional circumstances relating to the application.

Expectations

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- A leave of absence is granted entirely at the school’s discretion. Permission for a Leave of Absence from a school may only be given by a person who the school’s proprietor has authorised to do so (an authorised person).
- Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.
- Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.
- Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school.
- When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify the parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.
- It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is their responsibility to ascertain if the leave is authorised prior to the start of the leave.
- The school can only consider applications for Leave of Absence which are made by the resident parent. i.e. the parent with whom the child normally resides.
- Where applications for Leave of Absences are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an “unauthorised” absence. Where a leave of absence is requested but additional days are taken either prior to or after the request, they may be considered as part of the leave of absence.
- Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as ‘unauthorised’.
- All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service of Warwickshire County Council. Penalty notices are issued in accordance with Warwickshire County Council’s Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.
- Where a Penalty Notice is not paid within the timeframe set out in that Notice, the matter will be referred to Warwickshire County Council’s Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

The law relating to Penalty Notices changed with effect from 19 August 2024. Therefore, Penalty Notices issued for Leave of Absence taken from September 2024 will be issued in accordance with the updated legislation.

Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices – 4 in total).

- First Leave of Absence Offence: The amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.
- Second Leave of Absence Offence within a 3 year period (from the date of issue of the first penalty notice): The amount of £160 paid within 28 days. No reduced amount.

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- Third Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice). A Penalty Notice will not be issued and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

We encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary. Attending a medical or dental appointment will be counted as an authorised absence as long as the school is notified in advance of the appointment.

Any request should be submitted as soon as it is anticipated using a leave of absence request form, accessible via the school office. The headteacher may require evidence to support any request for a leave of absence.

8. Strategies for promoting attendance

At the forefront of improving attendance, is the need to develop a range of strategies which strengthen a child's connection and relationship with their place of learning. Establishing a safe and inclusive environment, where pupils feel valued and ready to learn, is therefore the first step to promoting good attendance.

Class teachers promote good attendance and punctuality regularly with their classes and discuss the benefits of being in school with pupils. Where there are barriers to attending, staff may use individualised approaches or incentives to support pupils to attend more frequently.

Punctuality is discussed in whole-school assemblies each week to celebrate classes with the most pupils on time and classes which have made improvements from the previous week.

The school will regularly inform parents/carers about their child's attendance and absence levels each term through parent/teacher consultations and in their end of year report. Where there are concerns about a pupil's attendance or punctuality, further contact will be made to discuss this in more detail.

9. Attendance monitoring and analysis

9.1. Monitoring attendance

The school will:

- Monitor attendance and absence data weekly, half-termly, termly and yearly across the school and at an individual pupil level.
- Identify whether or not there are particular groups of children whose absences may be a cause for concern.

9.2. Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance.
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence.
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends.
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns.

9.3. Using data to improve attendance

The school will:

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

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- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severed absence, and their families.
- Provide regular attendance reports to class teachers to facilitate discussions with pupils and families, and to the governing board and school leaders.
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies.
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe.
- Conduct home visits where there are safeguarding concerns.

9.4. Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school (90% attendance) and severe absence is where a pupil misses 50% or more of school (50% attendance). Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Inform parents if their child's attendance is approaching or reaches persistent or severe absence.
- Contact parents to discuss barriers to attending as early as possible.
- Hold regular meetings with the parents of pupils who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help and support that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Develop an action plan with parents and review this regularly.
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant (see tiered support section)
- Implement sanctions, where necessary (see section 11)

10. Supporting pupils and families

We recognise that pupils have different experiences and barriers which can affect their ability to attend school regularly. Therefore a wide range of approaches and interventions may be provided to overcome these barriers.

10.1. Tier 1: Universal strategies

This includes, but is not limited to:

- Meeting and greeting pupils on arrival to school
- Creating a positive classroom environment
- Building positive relationships with pupils
- Recognising positive achievements
- Communicating regularly with parents/carers
- A restorative approach to behaviour

10.2. Tier 2: Individualised strategies

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This may include, but is not limited to:

- Proactively using data information to identify children who are at or approaching persistent absence
- Working with identified children and families to understand and address the reasons for absence
- Supporting individual pupils/families to overcome barriers to attending
- Signposting parents/carers to wider support where necessary
- Implementing agreed strategies in daily practice
- Monitoring progress
- Recognising achievements

10.3. Tier 3: Higher needs strategies

This may include, but is not limited to:

- A multi-agency effort with the local authority and other external partners
- An offer of Early Help support from the Family Support Worker if there are wider issues
- Use data driven information to identify children at risk of severe absence
- Offer specialised assessments and services for students with complex needs
- Continuously assessing and adapting strategies
- Monitoring progress
- Recognising achievements

11. Sanctions

At Goodyers End Primary school we strive to work closely with parents to overcome any barriers to pupils attending. Where all avenues have been explored and there are still no improvements, cases may be escalated to formal proceedings if necessary.

The Warwickshire Attendance Service can use the following legal interventions/formalised support; Attendance Contracts, Notice to Improve, issue of Penalty Notices, Education Supervision Orders, Attendance Prosecution, consideration of application of Parenting Orders.

Warwickshire Attendance Service will decide which intervention will be most appropriate, however only after considering the individual circumstances of a family. More information on Warwickshire's attendance procedures can be found here <https://www.warwickshire.gov.uk/school-attendance-exclusions/pupils-non-attendance/5>

11.1. Penalty notices

Before issuing a penalty notice, the local authority will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

11.2. Notices to improve

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If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the local authority may offer a Notice to Improve to give parents a final chance to engage with support.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

12. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Home visits policy

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Appendix 1: attendance codes

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

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend

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C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	<p>Pupil is unable to attend as they are:</p> <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention

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Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

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Appendix 2: Percentages



Attendance

If your child's attendance during the school year is...

your child would have lost approximately...

which is approximately...

95%	9 days	50 lessons
90%	19 days	100 lessons
85%	29 days	150 lessons
80%	38 days	200 lessons
75%	48 days	250 lessons
65%	67 days	340 lessons

Remember: ABSENCE = LOST OPPORTUNITY

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Punctuality

In a school year, if your child is late every day by...

your child would have lost approximately...

which is approximately...

<i>5 minutes</i>	<i>3.5 days from school</i>	<i>20 lessons</i>
<i>10 minutes</i>	<i>7 days from school</i>	<i>41 lessons</i>
<i>15 minutes</i>	<i>10 days from school</i>	<i>55 lessons</i>
<i>20 minutes</i>	<i>14.5 days from school</i>	<i>82 lessons</i>
<i>30 minutes</i>	<i>22 days from school</i>	<i>123 lessons</i>

Remember: ABSENCE = LOST OPPORTUNITY

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