ATTENDANCE POLICY

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FYI: Version control should be used for all formal documents and managed as:-
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Amendment History

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8.0	11/11/25	Ruth Owen	Updated following policy approval at FGB

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1. Ethos

Our vision is to enable all members of our school community to **become the best we can**, *by being an **inclusive, vibrant, aspirational school**. Our school is a place where all individuals are accepted, nurtured, encouraged and celebrated.*

*Our vision is rooted in James Martin's (SJ) theology that life is about becoming our best selves, through an ongoing process of transformation. As a community we strive to love, learn and grow together, through our school values of **thankfulness, hope, honesty, forgiveness, service and justice**. We endeavour to **'think about each other and help each other to show love and do good deeds.'** (Hebrews 10:24)*

This policy aims to show how our school culture promotes and values attendance, whilst also demonstrating our commitment to meeting our statutory obligations, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024). The principles of which are a 'support first approach.' This policy explains the different types of absence, how they are recorded and how we use this information to support regular attendance so that no child misses out on education.

At Frampton we strive to:

- Build strong relationships with families to make sure pupils have the support in place to attend school
- Ensure every pupil has access to the full-time education to which they are entitled
- Promote good attendance and the benefits of attending school
- Act early to address patterns of absence
- Reduce absence, including persistent and severe absence

2. Legislation and guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- The Education (Penalty Notices) (England) Regulations 2007
- The Education (Information about Individual Pupils) (England) Regulations 2013

- The School Attendance (Pupil Registration) (England) Regulations 2024

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools
- Arranging education for children who cannot attend because of health needs

3. Why attendance is important?

We are committed to ensuring that all students benefit from the opportunities available at Frampton Cotterell CofE Primary School. Our expectation is that students arrive on time and attend **REGULARLY** (every day that the school is open unless there is an unavoidable reason for not doing so).

At Frampton, our curriculum builds on prior learning. Children learn key concepts, skills and knowledge which are built upon across days, weeks, terms and years. The daily timetable is created to maximise learning opportunities and weekly plans are sequenced to support progress over the short term. Missing days or weeks of school has a direct impact on the learning the children experience and regular absence can lead to children missing key aspects of the curriculum. In Reception and KS1, for example, there are daily phonics lessons. If a child misses a week of school, they will miss out on up to two and a half hours of phonics teaching, in which some of the content will not be explicitly taught again.

Good attendance is not just about academic success. For children to feel part of a team they need to be present. Children with regular attendance get the very best out of our school offer and develop a sense of belonging as part of the school community.

As a school, we focus on achieving high attendance as a whole school, rather than celebrating individual achievements, as there are often barriers to attendance outside of the child's control. Where attendance expectations are not met, we will identify and address the barriers that prevent this.

4. Strategies for promoting attendance

Promoting good school attendance is a priority for the whole school community. The following are strategies we use to encourage and celebrate good attendance:

- Messages are shared regularly with staff, families and children, such as through the fortnightly newsletters and during assemblies.
- Class teachers and other school staff greet children when they return after an absence to welcome them back to the school community.
- Positive text messages are sent to families at the start of each term, where attendance in the previous term was below 95%. This is to remind families of the importance of good attendance.
- Each child's attendance record is shared with parents/carers as part of annual written reports and during the two parental consultation evenings each year.
- We share attendance information with parents and students focusing on the link between attendance and achievement.

5. Roles and Responsibilities at Frampton

The senior attendance champion is Mrs D Fisher who can be contacted on: office@fcceprimary.co.uk

Mrs L Darby and Mrs R Owen are the school attendance support officers and can be contacted on: office@fcceprimary.co.uk and 01454 867205.

The class teachers are responsible for greeting children every day and those that are returning after an absence.

More detail of the roles and responsibilities can be found in Appendix B.

6. Registration and the School Day

In compliance with the law, schools must keep Admissions and Attendance Registers. When children join us, all of their details are added onto the Admissions Register. Twice each day, we must take the Attendance Register. There are two sessions in each school day, the morning session and the afternoon session. The school day is as follows:

- The gates open at 8.30am and a member of staff is present outside from this time.
- The bell rings at 8.40am. Children are greeted by their teacher and they then line up and go into class.

- The gates remain open until 8.45am so any child arriving just after the class have gone inside are able to join them for registration. A member of staff is on the playground until 8.45am. **The register is taken at 8:45am.**
- The gates close at 8.45am. Children arriving after this time need to register through the main office and are coded as late (L). The register closes at 9:05am.
- Any child arriving after 9.05am is marked as U (arrived in school after registration closed unauthorised absence) in the school register.
- The afternoon register is taken at 1:00pm and remains open until 1:20pm
- The school day ends at 3.15pm.

It is important that children arrive ready and prepared for school each day.

Children are expected to be in school for the whole of each day.

7. Absence from School

There are only two categories of absence from school:

- Authorised – approved
- Unauthorised – not approved

Only the Headteacher can approve absence from school. That is the law. Absence will be recorded using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Appendix A explains the different codes that a school must use to record attendance and absence.

8. Reporting Absence from School

Parents/Carers are expected to contact the school on the first day of absence, by 9.15am, (and each day thereafter as appropriate) informing the school of the reason for absence and the expected date of return to school.

We will mark absence due to physical or mental ill health as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or there are doubts about the authenticity of the illness, the school may ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

Following up unexplained absence

In circumstances where a pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Contact the parents/carers. Where no response is obtained, contact will be made with people listed as emergency contact numbers to ascertain a student's whereabouts and safety. Where no response is received a referral may be made to the Access and Response Team (ART), the Police or the school's Education Welfare Officer.
- Identify whether the absence is approved or not.
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an Education Welfare Officer.
- 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.

Requesting leave of absence

Requests for leaves of absence in term time must be submitted in writing (or e-mail) at least three weeks in advance to the Headteacher, using the form in Appendix C. Copies of the form are on the website and in the foyer.

Leave of absence is granted at the Headteacher's discretion, including the length of time the pupil is authorised to be absent for. Leave of absence will only be granted in exceptional circumstances, **therefore it is unlikely a leave of absence will be granted for the purposes of a family holiday.**

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Exceptional circumstances include:

- Taking part in a regulated performance or employment abroad: in line with a licence issued by a local authority or Justice of the Peace or a body of persons approval (BOPA).
- Attending an interview: for entry into another educational institution or for future employment where this has been requested in advance by a parent the pupil normally lives with.
- A temporary, time-limited part-time timetable: where the pupil is of compulsory school age, both the parent who the pupil normally lives with and school agree the pupil should temporarily be educated on a part-time basis for exceptional reasons and have agreed the times and dates when the pupil will be expected to attend school as part of that timetable.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

9. Persistent and Severe Absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school (at any point in the school year). Reducing persistent and severe absence is central to the school's strategy for improving attendance. There is a strong link between attendance and attainment, and it is shown that this link is cumulative over the period of time a student is in education. Persistent and severe absence also impacts on friendships and social interaction. Persistent and severe absence is required to be reported to the DFE and rates of persistent absence are published about the school.

The school will:

- Use attendance data regularly to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with the statutory guidance Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
    - Discuss attendance and engagement at school
    - Listen, and understand barriers to attendance

  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for continued persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary.

10. Support for pupils where there are barriers to regular attendance

We strive to support children and families to overcome any barriers to attending and this includes regular communication, meeting with parents, use of external support, links to a parent support advisor, local authority services and support from an external Education Welfare Consultancy. The class teacher is the first member of staff to liaise with regarding a barrier to regular attendance.

Pupils absent due to mental or physical ill health or SEND

Some pupils face greater barriers to attendance than their peers. This can include pupils who have long term physical or mental health conditions or who have special additional needs and disabilities (SEND). High expectations of attendance remain and the school will support the child and family by working in partnership. The school will discuss reasonable adjustments and consider additional support from both internal and external partners, where appropriate, such as the school SENCO and referrals to the Primary Mental Health Services. As a school, we will:

- Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.
- Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.
- Consider additional support from wider services and external partners, making timely referrals.
- Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.

Where a pupil has an education health and care plan (EHCP) and their attendance decreases or the school becomes aware of barriers to attendance that relate to the pupil's needs, the school will inform the local authority SEND team.

Where a pupil has been recorded as ill and the school has reasonable ground to believe they will miss 15 days consecutively or cumulatively because of illness they will inform the local authority. This is to help the school and local authority agree any provision needed to ensure continuity of education for pupils who cannot attend because of health needs, in line with the statutory guidance on education for children with health needs who cannot attend school.

Further information on how we will support pupils with medical needs can be found here: https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

Reduced Timetables

In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible.

A part-time timetable should:

- Have the agreement of both the school and the parent the pupil normally lives with.
- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- Have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary
- Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a pupil with a long-term health condition may require a part time timetable for a prolonged period.

Formalised Support

Where more support is needed, or where school support has not brought about change or improvements, the school will work with the Local Authority Education Welfare Team. This may include making a referral to the family link team.

11. Attendance monitoring

The school monitors attendance and absence data (including punctuality) daily, weekly, termly and yearly across the school and at an individual pupil, year group and cohort level.

The school also monitors incomplete weeks at school. We know that children who are regularly absence from school have gaps in their learning which will impact on progress.

From 19th August 2024, it will be mandatory for schools to share attendance and absence data on a daily basis with the DfE and the Local Authority.

Data is collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of 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

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
- 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 (including special educational needs co-ordinators, designated safeguarding leads and pupil premium leads)
- 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, including keeping them informed regarding specific pupils, where appropriate

12. Penalty Notices

The Headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

Penalty Notices are requested by schools and issued by the Local Authority to the parents/carers of statutory school age children, per parent, per child.

Before making a request for a penalty notice, the school 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) The school day is made up of two sessions, the morning and afternoon. A five day school week is 10 sessions.
- 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

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

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.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days, per parent per child.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A letter sent to families from the Local Authority in July 2024 regarding Penalty Notices can be found here.

Notices to improve

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

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

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

13. Intervention Stages to Improve School Attendance

At Frampton, our goal is for all children to be in school every day on time. When children are absent, we will follow the intervention stages below.

In addition, through our regular monitoring of absence, class teachers will contact parents/carers where there are emerging concerns around attendance, eg: increased lateness or increased incomplete weeks. Teachers will use a prepared script and will focus on the learning missed and any support that can be given. This is to help build strong relationships between home and school and to intervene early where there may be barriers to attendance.

Stage 1	Attendance is below 95% (year to date) Or two terms or more of incomplete weeks (> 5%)	Letter/email sent to parents/carers offering support
Stage 2	Attendance is below 92% (year) to date and limited improvement	Letter/email sent to parents/carers inviting them to a meeting with the Headteacher and/or the External Educational Welfare Consultant. Intention of meeting:

	Or Continued incomplete weeks (> 5%)	• discuss impact of missed learning • investigate reasons for absence Look together at what support is needed to overcome barriers • set attendance targets
Stage 3	Attendance has not improved following prior stages and actions (monitored again after 4 weeks) Or Continued incomplete weeks (> 5%)	Meeting with Headteacher and the External Educational Welfare Consultant. Intention of school attendance meeting: • Review of previous support /actions • discuss continued impact of missed learning • investigate reasons for absence • Discuss additional support EHAP /Individual Health Care Plan creation • Set attendance targets • Set review period
Stage 4	Attendance has not improved following prior stages and actions Repeated termly attendance continues to be of concern and School Attendance Meetings have not brought about improvement	• Local Authority informed (may include a referral to the Family Link Team).

These stages will be followed as a general rule but may be adapted for exceptional circumstances at the discretion of the Headteacher.

* An incomplete week is any week where one or more sessions of school have been missed.

11. Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum of once a year by the Headteacher.

12. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

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
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	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
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

Appendix B: Roles and responsibilities

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, including:
    - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
    - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- 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
- Working with school leaders to set goals or areas of focus 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
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
    - The importance of good attendance
    - That absence is almost always a symptom of wider issues
    - The school's legal requirements for keeping registers
    - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate

- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy. We have a link governor for attendance, who meets with the Headteacher annually to review and monitor attendance.

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
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising members of the administration team to be able to do so
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to 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

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 absence 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 to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Working with education welfare officers to tackle persistent absence, as appropriate

The designated senior leader responsible for attendance is Debbie Fisher and can be contacted via the school office on: office@fcceprimary.co.uk

The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data on a daily basis
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Advising the headteacher (authorised by the headteacher) when to issue fixed-penalty notices
- Maintaining the daily registers

The attendance officers are Lauren Darby and Ruth Owen and can be contacted via the school office on: office@fcceprimary.co.uk

Class teachers

Class teachers are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1). They should also greet children when they return to school after an absence to welcome them back into the class.

Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person

- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9.15am on the day of the absence and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the class teacher or the designated senior officer for attendance, who can be contacted via the school office on: office@fcceprimary.co.uk

Pupils

Pupils are expected to:

- Attend school every day, on time.
- Be ready to learn each day.
- Speak to their class teacher, or other adult in school, if they have any concerns around coming to school. .

Appendix C: Term Time Leave of Absence Request Form

Frampton Cotterell CofE Primary School – Term Time Leave of Absence Request Form

Important Information for Parents/Carers

As outlined in the Department for Education's statutory document 'Working Together to Improve School Attendance,' any leave of absence during term time is granted entirely at the Headteacher's discretion, including the length of time a pupil may be authorised to be absent. Leave will only be authorised in exceptional circumstances and it is therefore unlikely that requests for family holidays during term time will be authorised.

There is a national threshold of 10 unauthorised sessions (equivalent to 5 school days) within a rolling 10-school-week period, for when a Penalty Notice must be considered. If a pupil's unauthorised absence meets the referral criteria, South Gloucestershire Council may issue a Penalty Notice to the parent/carer.

Further information about Penalty Notices can be found with this form.

Please complete the sections below to make a request for a leave of absence in term time.

Section 1: Pupil/s Details	
Child/children's name/s	
Class/Year Group/s	
Date/s of Birth:	
Section 2: Details of Requested Absence	
First day of absence from school	
Date of return to school	
Total number of school days requested	
Reason for absence (please give full details)	
If the request is for travel abroad, please provide destination details and travel	

arrangements, eg: dates of flights	
Section 3: Parent/Carer Details	
Parent/Carer Name	
Relationship to Child:	
Contact Number	
Email	
Signature	
Date of request being submitted	

Please submit your request three weeks in advance by either handing this form to the office or emailing the form to: office@fcceprimary.couk

Section 4: For School Use Only	
Received by	
Date	
Attendance record to date	
Headteacher's Decision	☐ Authorised (Exceptional Circumstances) ☐ Not Authorised
Comments/reasons	
Headteacher's Signature	
Date	