

Clifton Green Primary School

Attendance Policy

Signature of Co Chair's of Governors Kathleen Wood and Jeremy Pilling

Signature of Headteacher



Member of Staff Responsible: Leadership Team and Attendance Lead

Reviewing Committee: Teaching, Learning and Curriculum

Statutory/Non Statutory: Statutory

Date of Adoption: March 2026

Date of Review: September 2026



Attendance Policy

Contents

1.	Aims	3
2.	Legislation and Guidance	11
3.	Implementation	
3.1.	Roles and Responsibilities	4-6
3.2.	Recording Attendance/Attendance Registers	6
3.3.	Lateness	6
3.4.	Absence Procedure	7
3.5.	Appointments	7
3.6.	Term-time Leave	7-8
3.7.	Religious Observances	8
3.8.	Attendance Monitoring and the School's Graduated Approach	8-10
3.9.	Children Missing in Education	10
4.	Impact	10
5.	Monitoring and Review	11
6.	Appendices	
6.1.	Register Codes	12

1. Aims

- 1.1. Clifton Green Primary believes that in order to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.
- 1.2. This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on [working together to improve school attendance \(applies from 19 August 2024\)](#), through our whole-school culture and ethos that values good attendance, including:
 - Setting high expectations for the attendance and punctuality of all pupils
 - Promoting good attendance and the benefits of good attendance
 - 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.

2. Legislation and Guidance

- 2.1. 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 \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, and 2016 amendments\)](#)
 - [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
 - [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013 and the 2024 amendment](#)
- 2.2. It also refers to:
 - [School census guidance](#)
 - [Keeping Children Safe in Education](#)
 - [Mental health issues affecting a pupil's attendance: guidance for schools](#)

3. Roles and Responsibilities

- 3.1. The governing body has overall responsibility for:
 - Setting high expectations of all school leaders, staff, pupils and parent/carers
 - 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 and extenuating circumstances
- 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 using the DFE's "Attendance Baseline Improvement Expectation" (ABIE) tailored to our specific circumstances, including local deprivation and pupil needs.
- 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
- 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 issue
 - 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
- Our named link governor for attendance is Kathleen Wood who works alongside the Teaching, Learning and Curriculum committee, to monitor pupil attendance

3.2. The Headteacher/Deputy Headteacher is responsible for:

- The implementation of this policy at the school
- Attending weekly attendance focus meetings to monitor individual attendance and agree next steps in line with the school and LA graduated approach
- 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



- Working with the SENCo to support 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
- Working with the SENCo to communicate 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 Attendance Lead is responsible for:

- Checking registers daily and following up absence with the support of the admin team and class teachers
- Monitoring and analysing attendance data
- Attending weekly attendance focus meetings with the Deputy Headteacher to monitor individual attendance and agree next steps in line with the school and LA graduated approach
- Working with School attendance advisor to tackle persistent absence
- Advising the headteacher when to issue fixed-penalty notices and sending forms to the Local Authority
- Sharing termly attendance certificates with parents/carers for every child.
- Emailing/writing to families to share attendance concerns and celebrate improvements
- Arranging parent/carer meetings with relevant school staff
- Arranging weekly 'Golden Ticket' raffles to celebrate good attendance
- Arranging half-termly 100% certificates for pupils
- Sharing an Attendance and Well-Being newsletter weekly with families
- Working and communicating effectively with external agencies, including attending half termly Attendance Lead Groups arranged by the Local Authority and liaising with key LA staff: Stephanie Keenan-Logue (School Attendance Advisor) and Cai Onraet (Attendance Enforcement and Data Officer).

3.4. Staff, including teachers, support staff and volunteers, are responsible for:

- Encouraging good attendance
- Daily verbal recognition of belonging by using positive framing phrases linked to their presence in school i.e. "It's so good to see you today!", "I'm really glad you're here." "Thank you for trying so hard to be here.", "I can see you are here and ready to learn".
- Communication regarding absence or lateness should take place between school staff and parents/carers, rather than being addressed directly with the child.
- Ensuring that registers are completed correctly and promptly marked
- Setting a good example in matters of attendance and punctuality



- Making contact with parents/carers when initial concerns arise and mention children's attendance as a matter of course at parents evening, meetings, etc.
- Logging attendance and punctuality concerns on CPOMS
- Attending meetings with parents/carers as appropriate
- Supporting daily/weekly incentives implemented to promote attendance.

3.5. Parents/carers are expected to:

- Make sure their child attends every school day on time
- Call the school to report their child's absence before 8:50am on the first day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with 2 emergency contact numbers for their child, in priority order
- Ensure that, where possible, appointments for their child are made outside of the school day. If this is not possible then you will provide medical appointment evidence. This might include appointment slip, NHS App message or text/email from the GP/Dentists etc (we do not expect letters from a GP which we know would incur a charge). The time spent out of school should be kept to the minimum, and your child returned to school on the same day where practicable.
- Seek support, where necessary, for maintaining good attendance, by contacting their child's class teachers, admin team and our Attendance Lead, Kristine Procter (k.procter@cliftongreenprimary.co.uk).
- Engage in any meetings concerning their child's attendance.

3.6. Pupils are expected to take responsibility for:

- Working with their parents/carers to ensure they attend school every day and arrive on time, taking increasing personal responsibility, particularly in Key Stage 2 (KS2).
- Being aware of their current attendance record, targets, and progress.
- Understanding the consequences of poor attendance or truancy.
- Arriving punctually to lessons at the start of the day and after break and lunch times.
- Not leaving school premises without permission.
- Following school routines and expectations around attendance and punctuality.
- Asking for support if they are struggling to attend school or are feeling unwell.
- Supporting a positive learning environment by being ready and prepared for lessons.

4. Recording Attendance/Attendance Register

- 4.1. The school will keep an electronic attendance register via Arbor, and place all pupils onto this register.



- 4.2. The designated staff members will take the attendance register at the start of each school day and at the start of the afternoon session.
- 4.3. The register will be marked using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, to show whether every pupil is:
 - Present
 - Attending an approved off-site educational activity
 - Absent
 - Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
 - The amended entry
 - The reason for the amendment
 - The date on which the amendment was made
 - The name and position of the person who made the amendment.
- 4.4. See Appendix 7.1 for register codes.
 - 4.5. We will also record:
 - Whether the absence is authorised or not
 - The nature of the activity, where a pupil is attending an approved educational activity
 - The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances.
 - 4.6. We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

5. Registration and Punctuality Procedures

- 5.1. We are **legally** obliged to take an electronic session register twice a day. Once at the start of the school day and once at the start of the afternoon session. The registers will remain open for 30 minutes from the start of the school day, in line with the DfE document 'Working together to improve school attendance' [Page 77, Paragraph 289, February 2024]. Pupils who are late to school, but arrive before the end of the registration period will be coded L (Late before registers close) which is defined as a present mark. We will record the number of minutes late in the register. Children arriving after the registers have closed will be coded U (Late after registers close) which counts as an unauthorised absence for the whole morning or afternoon session. Ongoing and repeated lateness after the close of registration (U mark) may mean we will initiate Local Authority attendance procedures, after 10 unauthorised attendance sessions in 10 school weeks, which might ultimately lead to the issuing of a penalty notice via the local authority, should attendance not improve with support.

6. Unplanned Absence

- 6.1. Parents/carers are required to contact the school via telephone (01904 936948) as soon as possible on the first day of their child's absence with a reason for absence and an expected date of return if possible.
- 6.2. Any attendance/punctuality trends noticed by classroom teachers are passed immediately to the Attendance Team via CPOMS.
- 6.3. Contact is made with parents/carers on the first day of absence for any pupil absence not reported. 'N' codes are used to indicate that the pupil is absent for a reason not yet provided.
- 6.4. The school follows a rigorous timeline to ensure the safety of all pupils when an absence is unexplained. Further details can be found in section 10 below.
- 6.5. Any N codes not established by 11:30am are recorded as an unauthorised absence using the code O.
- 6.6. We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.
- 6.7. 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.
- 6.8. 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.
- 6.9. If there are concerns about a child's absence and/or the school are struggling to make contact with the family, a home visit may be carried out.
- 6.10. Where appropriate, school will offer support to pupils and/or their parents to improve attendance. This may include referring for support from wider partners.
- 6.11. Where support is not appropriate, not successful, or not engaged with the school may issue a notice to improve, penalty notice or other legal intervention as appropriate.

7. Appointments

- 7.1. As far as possible, parents/carers should attempt to book medical and dental appointments outside of school hours.
- 7.2. Where this is not possible, the school office will be informed and medical appointment evidence should be provided. This might include an appointment slip, NHS App message or text/email from the GP/Dentist etc (we do not expect letters from a GP which we know would incur a charge).
- 7.3. If the appointment requires the pupil to leave during the school day, they will be signed out at the school office by a parent/carer and the time spent out of school should be kept to the minimum, and your child returned to school on the same day where practicable.
- 7.4. Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment.

8. Term-time Leave

- 8.1. At Clifton Green Primary School, our aim is to prepare pupils for their future lives and careers. With this in mind, we require parents to observe the school holidays as prescribed by the [City of York Council](#).
- 8.2. We understand that sometimes pupils need to be absent from the school site for certain educational activities, or to attend other schools or settings or in exceptional circumstances.
- 8.3. Any requests for term-time leave of absence should be submitted with as much notice as possible (at least 1 week in advance of the absence) and using the leave request form which can be obtained from our school office.
- 8.4. The Headteacher may require evidence to support any request for leave of absence.
- 8.5. Any leave of absence is at the discretion of the Headteacher. The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.
- 8.6. The headteacher will only grant term-time leave of absence to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#). These circumstances are:
 - taking part in a regulated performance, or regulated employment abroad
 - attending an interview
 - study leave
 - a temporary, time-limited part-time timetable
 - exceptional circumstances.
- 8.7. A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.
- 8.8. Special circumstances for term-time leave may include the following:
 - service personnel who are prevented from taking holidays outside term time if the holiday will have minimal disruption to the pupil's education;
 - when a family needs to spend time together to support each other during or after a crisis;
 - any other circumstances the head teacher considers exceptional.
- 8.9. It is expected that head teachers will not authorise requests for leave of absence where the following apply:
 - availability of cheap holidays
 - availability of desired accommodation
 - poor weather experienced in school holiday
 - periods that overlap with the beginning or end of term.
- 8.10. If a family take an unauthorised holiday in term time, or if a second period of holiday is taken within a calendar year in term time, and together or singularly they meet the threshold of 10 sessions of absence in 12 weeks, then the school will refer the family to the Local Authority. The Local Authority will consider issuing a Fixed Penalty Notice following case review by the School Attendance Advisor. 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. See section 11 for more information about Fixed Penalty Notices.

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

9. Religious Observances

- 9.1. The DfE recommends the use of Code 'R' when children are absent from school to take part in any day set aside exclusively for religious observance by the religious body to which the parents/carers belong, including religious festivals. Parents/carers should be encouraged to give advance notice.
- 9.2. Where necessary, schools should seek advice from the parent's religious body about whether it has set the day apart for religious observance.
- 9.3. If the religious body has not set the day apart, there is no requirement for the school to approve the absence or grant a leave absence. Additional holidays and days off linked to the religious festival but not "exclusively set aside for religious observance" by the religious body are not marked using Code 'R' and will be unauthorised.

10. Attendance Monitoring and the School's Graduated Approach

- 10.1. Attendance records will be checked daily and any unexplained absences will be followed up the same day.
- 10.2. The school's Attendance Team (Jenny Smith-Deputy Headteacher and Kristine Procter-Attendance & Pastoral Lead) will meet to monitor attendance weekly.
- 10.3. The school has granted the DfE access to its management information system so the data can be accessed regularly and securely. Data will be 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.
- 10.4. Good attendance is celebrated weekly and throughout the year. This will be both in the form of individual and collective rewards including:
- Using house points to reward children who have 100% attendance each week;
 - Each child who has 100% attendance in a week will be entered into a weekly 'Golden Ticket' raffle with prizes available for each year group.
 - Each child who has 100% attendance each half term will receive an attendance certificate.
 - Verbal Positive Praise
- 10.5. Any child whose absence falls below 90%, or around 19 days off over the academic year, is classified by the Department for Education as a Persistent Absentee (PA).
- 10.6. Any child whose absence falls below 50%, or around 95 days off over the year, is classified by the Department for Education as Severely Absent (SA).
- 10.7. Where a child's attendance or punctuality causes concern and/or attendance drops below 94%, the school's Attendance Team will review attendance records and consider next steps. All attendance records are considered on a case by case basis.

- 10.8. Clifton Green follows the Local Authority's graduated approach response where concerns about a child's attendance are raised. The following steps will be taken where attendance concerns are raised or a child's attendance drops below 94%:
- Attendance monitoring will be flagged on CPOMS (the school's online monitoring system) where any child's attendance or punctuality is causing concern. This will be reviewed each week by the school's Attendance Team. When concerns cease, monitoring will end and flags on CPOMS will be removed.
 - If attendance or punctuality concerns are persistent or significant, a child will be moved on to the school's graduated approach:
 - Stage 1:
 - An email will be sent to the child's parent/carer to highlight the child's attendance and outline the school's concern(s). This email will offer support and explain that the child's attendance and punctuality will be monitored closely for the next 20 school days and then reviewed.
 - If the family receives support from a social worker or other external professional, they will be notified of the attendance concerns.
 - If the child has Special Educational needs or Disability, the SENCo will decide if further referrals to external professionals are required.
 - If during the monitoring period the attendance/punctuality improves, an email celebrating this improvement will be sent to the family. Monitoring may continue if attendance figures remain a concern.
 - If attendance/punctuality does not improve during this time, the case will be escalated to Stage 2.
 - Stage 2:
 - The parent/carer of a child with Stage 2 attendance or punctuality concerns will be invited into a meeting with the school's Attendance Lead and the child's class teacher where appropriate. In this meeting, the school will outline concerns again but discussions will predominantly focus on the challenges that the family may be experiencing. This is an opportunity for the home-school partnership to establish a list of actions as a targeted support plan and support from external agencies may be sought. Actions may include:
 - 1:1 reward charts
 - meet and greets
 - social, emotional or mental health support
 - a Family Early Help Assessment
 - referral to the Multi-Agency Safeguarding Hub
 - SENCo support

- referral to external agencies such as York Mind, North Yorkshire Police, The Island or the School Wellbeing Service.
 - The discussion points, agreed actions and targets will be recorded and saved on CPOMS and a copy will be sent to the child's parent/carer.
 - If a parent/carer does not attend the meeting or seek an alternative date/time then the meeting will go ahead without them. Meeting notes and associated actions and targets will be shared with the family via email.
 - The child's attendance and punctuality will be monitored closely in relation to the targets set for the next 20 school days and then reviewed.
 - If during the monitoring period the attendance/punctuality improves, an email celebrating this improvement will be sent to the family. Monitoring may continue if attendance figures remain a concern.
 - If attendance/punctuality does not improve during this time, the case will be escalated to Stage 3.
- Stage 3:
 - The parent/carer of a child with Stage 3 attendance or punctuality concerns will be invited into a meeting with the school's Headteacher and/or Deputy Headteacher. In this meeting, action thus far will be reviewed and the family will have the opportunity to share any challenges they may require support with. Further actions will be agreed and may include:
 - any actions listed in Stage 2
 - adaptations to provision with parental consent including a short term reduced timetable, a request for a Managed Move to another school (through the CYC Fair Access protocol) or alternative provision where appropriate.
 - The discussion points, agreed actions and targets will be recorded and saved on CPOMS and a copy will be sent to the child's parent/carer.
 - If a parent/carer does not attend the meeting or seek an alternative date/time then the meeting will go ahead without them. Meeting notes and associated actions and targets will be shared with the family via email.
 - The child's attendance and punctuality will be monitored closely in relation to the targets set for the next 20 school days and then reviewed.
 - If during the monitoring period the attendance/punctuality improves, an email celebrating this improvement will be sent

- to the family. Monitoring may continue if attendance figures remain a concern.
- If attendance/punctuality does not improve during this time, the case will be escalated to Stage 4.
- Stage 4:
 - The school will refer the child and family to the CYC School Attendance Advisor and there will be a discussion regarding the attendance/punctuality concerns as well as the support in place and engagement from the family.
 - The CYC School Attendance Advisor may:
 - issue a Notice to Improve
 - issue a Fixed Penalty Notice
 - commence legal proceedings.

11. Penalty Notices

- 11.1. 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.
- 11.2. Before issuing 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)
 - 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.
- 11.3. 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.
- 11.4. 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.
- 11.5. If issued with a first penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.
- 11.6. If a second penalty notice is issued to the same parent in respect of the same pupil (within three years), the parent must pay £160 if paid within 28 days.
- 11.7. 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 such as a parenting order or prosecution may be considered.
- 11.8. If you are prosecuted and attend court because your child has not been attending school, you could be fined up to £2,500.



- 11.9. Money raised via fines is only used by the local authority to cover the costs of administering the system, and to fund attendance support. Any extra money is returned to the government.
- 11.10. A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

12. Notices to Improve

- 12.1. If the national threshold (10 sessions of unauthorised absence in a rolling period of 10 school weeks) 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/carers a final chance to engage with support.
- 12.2. 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.
- 12.3. 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. Pupils absent due to complex barriers or mental or physical ill health or SEND

- 13.1. Clifton Green will work closely with children and their families where complex barriers prevent children from attending school regularly. This also includes where children face mental or physical ill health or Special Educational Needs or Disabilities (SEND).
- 13.2. Our SENcO and Pastoral Lead will liaise with external agencies as appropriate, to support children and families facing barriers related to mental health.
- 13.3. The vast majority of our teachers and Teaching Assistants, as well as the school's leadership team, have received [Emotionally Based School Avoidance \(EBSA\)](#) training provided by the LA's Educational Psychology team. The school will draw upon this training to support children and their families as appropriate.

- 13.4. Where a pupil has an Education Health and Care Plan (EHCP) and their attendance falls, or the school becomes aware of barriers to attendance that are related to the pupil's needs, the school may inform the Local Authority.
- 13.5. The strategies and support outlined above will be employed to support all children in attending school regularly and on time. In addition to this, for complex cases or where children face mental or physical ill health or SEND, the school's Pastoral Lead and SENCo will communicate regularly with the family to establish barriers, concerns and identify strategies of support. They may also:
- perform regular well-being check-ins with pupils absent from school via telephone calls, video calls or home visits
 - make a referral to the LA Learning Support Hub to seek training and advice around specific areas of need e.g. Autism
 - make a referral for advice and support from:
 - Wellbeing in Mind Team (WiMT)
 - Child and Adolescent Mental Health Services (CAMHS)
 - School Wellbeing Service (SWS)
 - Educational Psychologist
 - Reintegration Support Service
 - Medical Needs Tuition Team
 - York Mind
 - The Island
 - seek support and advice from SENDIASS and or the Family Information Service (FIS) utilise an 'Assess, Plan, Do, Review' approach to meeting needs
 - offer flexibility with routines and curriculum
 - identify a child's preferred learning styles and incorporate into school life as much as possible
 - offer a safe place/quiet area in the setting
 - organise and deliver interventions such as Emotion Coaching, Drawing and Talking, Emotional Literacy
 - reassess Special Educational Need
 - alter the curriculum to avoid trigger points
 - modify the start and end of the school day to provide 'soft landings' or 'structured finishes'
 - offer sensory, physical or regulatory breaks
 - provide stress reducing activities e.g. games, dance, colouring, gardening
 - arrange for a short-term 1:1 or small group curriculum delivery offer in school
 - provide modifications to the environment e.g. access through a different entrance, access to a different toilet
 - offer remote learning opportunities
 - employ a key worker model to offer direct or remote contact to maintain positive relationships.

14. Children Missing in Education

- 14.1. All schools must notify their Local Authority when they are about to remove a pupil's name from the school admission register using a pupil movement form. This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the Local Authority requests that such returns are to be made.
- 14.2. When removing a pupil's name, the notification to the Local Authority must include: (a) the full name of the pupil, (b) the full name and address of any parent/carer with whom the pupil normally resides, (c) at least one telephone number of the parent/carer (d) the pupil's future address and destination school ([DfE Children Missing Education, Statutory Guidance for Local Authorities](#), September 2016).
- 14.3. When pupils leave and parents/carers have not provided the school with the above information, and the school cannot contact the parent/carer, then the child is considered to be a 'Child Missing Education'. This means that the school and Local Authority have a legal duty to carry out investigations, which may include liaising with Children's Services (formerly Social Services), the Police and other agencies, to try to track and locate the child. By providing the above information, parents/carers can ensure that unnecessary investigations can be avoided.

15. Monitoring and Review

- 15.1. This policy will be reviewed on an annual basis by the school's Leadership Team, Attendance Lead and Teaching, Learning and Curriculum Committee of the Governing Body.
- 15.2. The next scheduled review date for this policy is September 2026

16. Appendix I - Register Codes

- 16.1. Register codes are taken from the DfE's [guidance on school attendance](#).
- 16.2. The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way.
- 16.3. The following codes will be used to show a child is present in school:
 - / = present in the morning
 - \ = present in the afternoon
 - L = late arrival before the register has closed
- 16.4. The following codes show a child is attending a place other than school:
 - K = attending education provision arranged by the Local Authority
 - V = attending an education visit or trip organised by the school
 - P = participating a supervised sporting activity approved by the school
 - B = attending any other approved educational activity
 - D = the child is attending a session at another setting where they are also registered
- 16.5. The following codes will be used to show when a child is absent following a leave of absence request

- M = medical/dental appointment
JI = interview with a prospective educational establishment
X = pupil is of non-compulsory school age and therefore not required to attend
C2 = part-time timetable
C = leave of absence has been granted due to exceptional circumstances
- 16.6. The following codes will be used to show when a child is absent for other authorised reasons:
T = pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R = religious observance
I = illness
E = suspension or exclusion and no alternative provision has been made
- 16.7. The following codes will be used to show where a child is unable to attend school because of unavoidable cause:
Q = the Local Authority has failed to make access arrangements to enable attendance at school
Y1 = the pupil is unable to attend because school is not within walking distance of their home and transport normally provided is unavailable
Y2 = there is widespread disruption to travel caused by a local, national or international emergency which prevents the child from attending
Y3 = part of the school premises is closed
Y4 = every pupil is absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5 = pupil is unable to attend as they are in police detention
Y6 = pupil's travel or attendance at school would be prohibited under public health guidance or law
Y7 = to be used where an unavoidable cause is not covered by other codes
- 16.8. The following codes will be used to show when there is an unauthorised absence:
G = holiday not granted by the school
N = reason for absence has not yet been established registers close
O = no reason for absence has been established or the school is not satisfied that the reason given would be recorded using another code
U = pupil has arrived late, after the register has closed but before the end of the session
- 16.9. The following codes are administrative codes:
Z = prospective pupil not on admission register
= whole-school closures that are known and planned in advance e.g. school holidays or training days

CLIFTON GREEN PRIMARY SCHOOL

The following steps will be taken where attendance concerns are raised or a child's attendance drops below 94%

STAGE 1

- We will email you to explain our attendance concerns, offer support, and let you know attendance and punctuality will be monitored for the next 20 school days.
- If your child is supported by a social worker or other professional, they will be informed. For children with SEND, the SENcO will consider whether extra support is needed.
- If attendance or punctuality improves, we will email you to celebrate this (monitoring may continue if needed).
- If there is no improvement, the matter will move to Stage 2.

STAGE 2

- Parents/carers will be invited to a meeting with school staff to talk through concerns and understand any challenges the family may be facing.
- Together, we will agree a simple attendance support plan, which may include school-based support or help from other services.
- The agreed actions and targets will be shared with parents, and attendance and punctuality will be monitored for the next 20 school days.
- If attendance improves, we will celebrate this: if not, the case will move to Stage 3.

If a parent/carer does not attend the meeting or seek an alternative date/time then the meeting will go ahead without them. Meeting notes and associated actions and targets will be shared with the family via email.

STAGE 3

- Parents/carers will be invited to meet with the Headteacher or Deputy Headteacher to review what support has already been put in place and discuss any ongoing challenges.
- Further support will be agreed together, which may include continued school or external support.
- The agreed actions and targets will be shared with parents, and attendance and punctuality will be monitored for the next 20 school days.
- If attendance improves, we will celebrate this: if not, the case will move to Stage 4.

If a parent/carer does not attend the meeting or seek an alternative date/time then the meeting will go ahead without them. Meeting notes and associated actions and targets will be shared with the family via email.

STAGE 4

- The school will refer the parent/carer to the CYC School Attendance Advisor and there will be a discussion regarding the attendance/punctuality concerns as well as the support in place and engagement from the family.

The CYC School Attendance Advisor may:

- Ask the family to attend a meeting
- Issue a notice to improve
- Issue a fixed penalty notice
- Commence legal proceedings

OUR UNIVERSAL OFFER

- Clear whole-school attendance focus
- Positive motivation and rewards
- First-day contact for unexplained absence
- Consistent, shared attendance policy
- Regular attendance updates for families
- Warm, nurturing relationships

Our Attendance Graduated Approach

KEY CONTACTS

School: 01904 936948
 Attendance & Pastoral Lead:
 Kristine Procter
 k.procter@cliftongreenprimary.co.uk

Deputy Headteacher:
 Jenny Smith
 j.smith@cliftongreenprimary.co.uk

AN EARLY ALERT VIA EMAIL WILL BE SENT WHEN YOUR CHILD'S ATTENDANCE DROPS BELOW THIS SO WE CAN WORK TOGETHER TO SUPPORT GOOD ATTENDANCE.

ATTENDANCE