



# KING'S STANLEY C OF E PRIMARY SCHOOL

*WHERE WE CARE ABOUT LEARNING AND EACH OTHER*

## King's Stanley C of E Primary School Attendance Policy

**Date Approved: Jan 2026**  
**Date to be reviewed: Jan 2027**  
**Link governor: Clare Bosworth**  
**Staff member responsible: Mrs Hollis**

At King's Stanley C of E Primary School our vision is to create a **caring** and nurturing environment where children can **flourish** and strive to reach their true potential, by showing our core Christian values of **respect, responsibility and resilience**.

### Aims and objectives

At King's Stanley C of E Primary School, we believe that improving attendance is everyone's business and that by providing a calm, orderly, safe and supportive environment where all pupils want to be and are keen and ready to learn is the foundation of securing good attendance. Working together to put the right support in place at the right time, in conjunction with all staff in school, parents/carers, pupils, Gloucestershire County Council and other local partners, we aim to remove any barriers to attendance by building strong and trusting relationships.

Every child enrolled at our school is expected to attend every day they are required to, on time, so that they can achieve their full potential. We monitor and manage attendance and punctuality across all year groups and expect parents to notify the school of any absence.

Evidence shows pupils with excellent school attendance are more likely to reach higher standards of achievement and be at less risk of exposure to crime and other safeguarding risks.

Pupils who attend regularly are more likely to achieve better results than their peers that do not, both at Key Stage 2 tests in the Primary phase, and in GCSE's at Secondary.

Excellent attendance enables pupils to be part of the school community and develop a sense of belonging. This further supports each pupil's development socially, morally, and ethically, enhancing personal well-being.

<b>If attendance over the school year is:</b>	<b>...a pupil will miss this many days:</b>	<b>...and this many lessons:</b>
100%	0	0
95%	10	50
90%	19	95
85%	29	145
80%	39	195
75%	49	245
70%	58	290

Our objectives are to promote good attendance, ensuring every pupil has access to the full-time education to which they are entitled. By acting early to address patterns of absence we aim to reduce absence, including persistent and severe absence.

**Support First principle.** In line with DfE statutory guidance, we commit to a support-first approach: all pupils and families will be offered timely, proportionate and compassionate support to remove barriers to attendance before any consideration of formal or legal intervention. We will work in partnership with parents/carers, listen to individual circumstances, and coordinate help (pastoral, SEND, early help and multi-agency support) so that pupils feel safe, included and able to attend regularly.

## Legislation and guidance

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting 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 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) Regulations 2007, as amended](#)
- [The Anti-Social Behaviour Act 2003](#)
- [The Education \(Information about Individual Pupils\) \(England\) \(Amendment\) Regulations 2024](#)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

## Roles and responsibilities

**Parents/carers** are expected to:

- Make sure their child attends **every day on time**
- Inform the school and report their child's absence before 9.15am (this can be done via Edulink or phone – office is manned from 8am) 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 one emergency contact number for their child
- Ensure that appointments, unless specialised treatments are needed, for their child are made outside of the school day
- Proactively engage, and act upon support offered informally or formally to help your child overcome any barriers to attendance
- Leave the school site before gates close at 8.55, and collect children promptly at 3.15 each day (unless attending a club)

**Pupils** are expected to:

- Attend school every day on time, between 8.45 and 8.55 when lessons begin.
- Attend school each day for each session

**The governing body/academy trust board** are expected to:

- Recognise the importance of school attendance and promote it across the school's ethos and policies
- Ensure school leaders fulfil expectations and statutory duties
- Regularly review attendance data, discussing and challenging trends, and helping school leaders focus efforts on the individual pupils or cohorts who need it most
- Ensure school staff receive adequate training on attendance
- Hold the headteacher to account for the implementation of this policy
- **Claire Bosworth** is our Attendance Governor

**The headteacher** is responsible for:

- 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
- Requesting the issue of fixed-penalty notices, where necessary

**The Senior Attendance Champion, Kerryanne Hollis**, is responsible for:

- Championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Establishing and maintain effective systems for tackling absence and make sure they are followed by all staff
- Having a strong grasp of absence data to focus the collective efforts of the school

- Regularly monitoring and evaluating progress, including the efficacy of the school's strategies and processes
- Communicating messages to pupils and parents
- Delivering targeted intervention and support to pupils and families
- Where there is a lack of engagement, holding more formal conversations with parents and raising the issue of the potential need for legal intervention.

**The school attendance officer**, Sharron Cook is responsible for:

- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the Senior Attendance Champion and the headteacher
- Working with school staff e.g., pastoral lead/family liaison officer/SENCo to tackle persistent absence
- Advising the headteacher (or assistant head teachers) when to issue fixed-penalty notices

**The class teacher** is responsible for:

- Recording attendance daily, using the correct codes and submitting the information to the school office by 9.15am, and 1.15pm

**School administration/office staff** are responsible for:

- Taking calls, and monitoring Edulink from parents about absence on a day-to-day basis and recording it on the school system
- Transfer calls from parents to the appropriate member of staff to provide them with more detailed support on attendance
- Keeping accurate and up to date records of calls and communication with parents

## School processes for recording attendance and absence

We will keep an electronic attendance register, through Edulink, and place all pupils onto this register. We will take our attendance register at the start of each morning session of the school day and once during each afternoon session. It will mark whether every pupil is:

- Present
- Absent
- 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

We will also record:

- Whether the absence is authorised or not by using the appropriate national attendance and absence codes from regulation 10 of the School Attendance (Pupil Registration) (England) Regulations 2024
- The nature of the activity if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made. Pupils must arrive in school by 8.55 on each school day.

The register for the morning session will be taken at 8.45-8.55am and will be kept open until 9.15am.

The register for the afternoon session will be taken at 1.00-1.15pm and will be kept open until 1.15pm.

### Absence

The pupil's parent/carer must notify the school of the reason for an unplanned absence on the first day by 9.15 or as soon as practically possible by calling the school.

Ways to notify school of absence:

- 1) Edulink - parents need to explain illness and give details, please do not simply state illness (admin staff will contact you for further information if lack of details are given)
- 2) Via phone call into the school office, with clear details of absence if illness is stated.

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide 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/carers will be notified of this in advance.

A pupil who arrives late:

- Before the register has closed will be marked as late (Code L)
- After the register has closed will be marked as absent (Code U)

When a pupil arrives late to school, they miss important events such as assembly, teacher instructions and introductions. Children can often feel embarrassed having to enter a classroom late. The table below indicates how frequent lateness can add up to a considerable amount of learning being lost. This can seriously disadvantage children and disrupt the learning of others:

Minutes late per day...	Equates to days of teaching lost in one year...	Which means this number of lessons have been missed...
5 mins	3 Days	15 Lessons
10 mins	6 Days	30 Lessons
15 mins	9 Days	45 Lessons
20 mins	12 days	60 Lessons
30 mins	18 days	90 Lessons

Our school closely monitors student punctuality through daily attendance records. If a pattern of lateness emerges, we engage with parents/carers to address concerns and offer support. Persistent punctuality issues may result in formal interventions, including issuing a **Notice to Improve**, outlining expectations and support measures. If lateness continues despite these efforts, we may request a **Penalty Notice** under the **Gloucestershire County Council Penalty Notice Code of Conduct**. This step is taken in line with our commitment to ensuring students maximize their learning time and develop good habits for future success.

#### Planned absence

- Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment.

However, we encourage parents/carers 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.

- The headteacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We recognise there are times when **exceptional circumstances** occur and these are defined as:

- Close family bereavement, or end of life (such as parent, grandparent, sibling)
- A child has been excluded
- A **day** for religious observance
- Wedding **day** of parent

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

Any request should be submitted as soon as it is anticipated and where possible, at least four before the absence, and in accordance with the school's leave of absence request form [Leave of absent form](#) or from the school office. The headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include: **also see above section on authorised pre-planned absences.**

- Participating in a regulated performance or undertaking regulated employment abroad (Code C1)

- Attending a medical or dental appointment (Code M)
- Attending an interview for employment or for admission to another educational institution (Code J1)
- Studying for a public examination (Code S)
- Non-compulsory school age pupil not required to attend school (Code X)
- Compulsory school age pupil subject to a part-time timetable (Code C2)
- Exceptional circumstances (see definition above) (Code C)
- Parent travelling for occupational purposes – The pupil is a mobile child, and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to required them to travel from place to place (Code T)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart (Code R)
- Illness (Code I)

### Procedures following unexplained absence

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may visit the home address, call the local police, visit other contact cares that have been identified.
- 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
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will call a meeting with parents and discuss absences, and beginning the graduated pathway process.

### Strategies for promoting attendance

At King's Stanley C of E Primary School, we actively seek to support at the earliest possible identification of attendance barriers, but also by being proactive in creating a safe and caring environment for children to flourish and thrive.

Some examples of support in place (this is not an extensive list but examples of):

- Soft start to each morning (Doodle learning – wellbeing focus)
- THRIVE ethos
- Pastoral support team
- High focus on building a community – Houses, school parliament
- Links with medical professionals (school nurses, therapeutic services)
- Family support worker on school site
- Visual timetables in classrooms
- Quiet lunch provision
- Team around the family meetings
- Links with Early Help
- Parent information events

#### Support First Principle

- At King's Stanley C of E Primary School, improving attendance is a shared endeavour and begins with **early, well-coordinated support**. In accordance with DfE *Working together to improve school attendance*
- **Proactively identify barriers** to attendance and offer tailored support at the earliest stage (e.g., pastoral input, reasonable adjustments, staged conversations, Team Around the Family/Child, and referrals to Early Help or health services as appropriate).
- **Work in partnership with parents/carers**, ensuring meetings are respectful, collaborative and solution-focused, and that agreed actions are clearly documented and reviewed.

- **Coordinate multi-agency help** when needed, in collaboration with Gloucestershire County Council and other partners, to provide a whole-family response.
- **Reserve formal/legal action** for circumstances where supportive measures have been provided, not engaged with, or have not been effective in securing improved attendance, and where escalation is necessary and proportionate within national and local frameworks.

This principle underpins our daily practice, data reviews, and all escalation decisions.

## Attendance data monitoring, reporting and analysing

The school will:

- Regularly inform parents of their child's attendance levels through newsletters, parent consultation meetings, and directed letters if attendance is dropping.
- Monitor attendance and absence data – weekly meeting with attendance champion and school attendance officer across the school and at an individual pupil level
- Identify whether there are particular groups of children whose absences may be a cause for concern

Pupil-level absence 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. The school will compare attendance data to the national average and share this with the governing board.

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Provide regular attendance reports to head teacher, governing body and class teachers and other school leaders such as pastoral team, SENDCO and designated safeguarding leads to facilitate discussions with pupils and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

## Reducing 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.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance
- Through the use of the graduated pathway and team around the family (child) (TAF/TAC), letters to parents
- Formalise support or use legal sanctions, in conjunction with Gloucestershire County Council, for example through using a parenting contract, engagement with social services, requesting a Notice to Improve from the local authority, an Education Supervision Order or consideration of attendance prosecution in the Magistrates Court

## Legal sanctions

Consistent with our Support First principle and DfE statutory guidance, legal interventions are considered only after appropriate support has been offered, documented and reviewed, and where concerns persist or engagement is not forthcoming.

The school must consider requesting Gloucestershire County Council issue a fine to parents for the unauthorised absence of their child from school, where the child is of compulsory school age and the national threshold has been met. Notices to Improve and Fixed Penalty Notices are issued in

accordance with the Local Authority Penalty Notice Code of Conduct: visit [Attendance - Schoolsnet \(gloucestershire.gov.uk\)](https://www.gloucestershire.gov.uk) for further information.

If issued with a fine or penalty notice each parent must pay £80 (per child) if paid within 21 days rising to £160 thereafter. If not paid within 28 days, the Local Authority can decide whether to prosecute or withdraw the notice – note there is no right of appeal in court by parents against a fixed penalty notice. The national framework for penalty notices sets out that a maximum of 2 penalty notices per child, per parent can be issued within a rolling 3-year period (the second one being payable at £160 with no option to reduce fine by making payment earlier). If the national threshold is met for a third (or subsequent) time within 3 years, the Local Authority will consider prosecution through the magistrates' court under Section 444(1) of the Education Act 1996.

In Education Law (Section 576 of the Education Act 1996) 'parent' means:

All natural parents, whether they are married or not

Any person who has parental responsibility for a child or pupil

Any person who has care of a child or pupil i.e. lives with and looks after the child

### **Links to other policies and monitoring arrangements**

This policy is written in conjunction with:

Safeguarding Policy

Anti-Bullying Policy

Behavior Policy

This policy will be reviewed as guidance from the local authority or DfE is update, and as a minimum *once a year* by *Kerryanne Hollis (Assistant Head – Pastoral)*.