

Plasyfelin Primary School

Model Attendance Policy for Schools

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Consultees	SMT
Passed by SMT (Date)	22nd May 2018
Published (Date)	13th July 2018
Next Review (Date)	Plasyfelin September 2026



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Man gwyrddach



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1.0 Mission Statement

(Name of school) is committed to providing a full and efficient education to all pupils and embraces the concept of equal opportunities for all.

We will provide an environment where all pupils feel valued and welcomed and are committed to the fundamental principle that early intervention and partnership working is crucial in ensuring the attendance, protection and well-being of all children and young people.

The school will follow the All Wales Child Protection procedures and local protocols in relation to specific and identifiable welfare issues that prevent a child or young pupil from accessing education, or where there are safeguarding concerns.

For a pupil to reach their full educational achievement a high level of school attendance is essential. We will consistently work towards a goal of 100% attendance for all pupils. Every opportunity will be used to convey to pupils and their parents or carers, the importance of regular and punctual attendance.

School attendance is subject to education law and guidance and this school attendance policy is written to reflect this legislation and the guidance produced by the Welsh Government (WG).

The legislation makes provision for a school day which is to be divided into two sessions with a lunch break in the middle and to be available for at least 190 days in any school year.

The school will review its strategies for improving attendance on an annual basis to ensure that it is achieving its set goals and targets as identified by the Governors, Local Authority (LA) and the Education Achievement Service (EAS).

This policy will contain the procedures that the school will use to work towards meeting its attendance targets.

2.0 Promoting attendance

The foundation for good attendance is a strong partnership between the school, parents or carers and pupils.

We will ensure that our pupils and their parents or carers, are made aware of the importance of good attendance and how this will benefit them; we will use a variety of strategies to intervene at an early stage to encourage improved attendance of individual learners. Examples may include the 'Callio' attendance monitoring model, Individual pupil support plans /contracts and the Fixed Penalty Notice (FPN) Scheme.

School information will contain details of the specific strategies we will use and how we will work with parents and carers and our expectations of what they will need to do to ensure all our pupils' achieve good attendance.

3.0 Leave of absence/holidays in term time

Leave of absence during term time will be discouraged. Parents and carers do not have the automatic right to withdraw their children from school for an annual holiday and will be reminded of the effect that absence can have on a pupil's potential achievement.

Parents and carers must apply in advance for permission for their child to have leave of absence (Appendix 1). The school will consider any application for leave of absence, taking into account factors such as the length and purpose of the leave requirement, time of year of the proposed trip, impact on continuity of learning, circumstances of the family and the pupil's attendance history. School may also ask to meet with parents/carers to discuss their request before a decision is made.

When parents and carers fail to abide by the decision of the school, either by taking holidays that have not been agreed, keep the child away from school or alternative provision arranged by school or the LA, in excess of the period agreed, or fail to apply for permission, the absence should be treated as unauthorised.

4.0 Extended overseas trips

The Head Teacher may only agree to an extended leave of absence for more than 10 days in exceptional circumstances. Examples of these include:

- Parent working abroad for a fixed, medium term period;
- Family are returning to country of origin;
- Parent returning from active tour of duty.

When making judgements about extended absence for pupils from minority ethnic families, school will ensure that a full account has been taken, not only of the Statutory Regulations and WG guidance, but also of the situation of minority ethnic families in general and the particular circumstances relating to each individual case. It is important that we can demonstrate an understanding of the parents' perspective, even though we may not be able to comply with a request for absence.

5.0 School procedures

Any pupil who is absent from school at the morning or afternoon registration period will have their absence recorded as being authorised; unauthorised, or as an approved educational activity (an arranged LA provision or school organised provision or events). Only the Head Teacher or a member of staff acting on their behalf can authorise an absence.

If there is no known reason for the absence at registration, then the absence will be recorded in the first instance as unexplained (code N) and promptly followed up by the school, as part of its early intervention and safeguarding strategies.

The coding for any absences will be in accordance with the guidance provided by the WG, as in the table below.

6.0 The registration system

The following national codes will be used to record attendance information.

CODE	DESCRIPTION	MEANING
I	Present (AM)	Present
\	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence
D	Dual registration (i.e. pupil attending other establishment)	Approved Education Activity
E	Excluded (no alternative provision made)	Authorised absence
F	Extended family holiday (agreed)	Authorised absence
G	Family holiday (NOT agreed <u>or</u> days in excess of agreement)	Unauthorised absence
H	Family holiday (agreed)	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J	Interview	Approved Education Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence

CODE	DESCRIPTION	MEANING
O	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
U	Late (after registers closed)	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience	Approved Education Activity
X	Un-timetabled sessions for non-compulsory school-age pupils	Not counted in possible attendances
Y	Enforced closure	Not counted in possible attendances
Z	Pupil not yet on roll	Not counted in possible attendances
#	School closed to pupils	Not counted in possible attendances

7.0 Lateness

Morning registration will take place at the start of school atam. The school will set the time the registers will remain open, taking into consideration WG guidance. Any pupil arriving after this time will be marked as having an unauthorised absence (code U), unless there is an acceptable explanation; some examples of these could be: transport arranged by the LA or school was delayed or an arrangement as part of a support package to young carers or re-integration/part time timetable planning.

In cases for example, where the absence at registration was for attending an **early** morning medical appointment, we can mark the pupil as arriving late (L), provided that written evidence of the appointment time is provided and the time arriving at school is recorded. For medical absences outside of this timeframe, the appropriate medical absence (code M) must be entered.

Pupils arriving after the start of school but before the end of the registration period will be coded as late (L).

Afternoon registration will be at.....pm and any pupil arriving after this time will be marked as absent, unless there is an acceptable explanation; Pupils arriving after the start of afternoon registration period will be coded as late.

Parents and carers are reminded that The LA may issue a FPN for persistent lateness after the close of the register, in accordance with the Local Code of Conduct, if in excess of 10 sessions. More information on the FPN scheme can be found at www.caerphilly.gov.uk

8.0 First day absence

Parents and carers are reminded that it is their responsibility to advise school on any day their child is unable to attend. However, for safeguarding purposes, we will endeavour to ascertain the specific reason for non-attendance as soon as possible on the first day of absence, after both morning and afternoon registration. This may include a telephone call or texting service. Once the specific information is received, the register will be amended to reflect the appropriate absence code as in Figure 1 above.

Priority will be given to children who are deemed to be particularly vulnerable, eg. those known to child protection/safeguarding services or are looked after (LAC). The locality children services team will be notified of unexplained absences of more than two days of a pupil on the child protection register, or one day following the week-end.

9.0 Third day absence

On the third day of absence and if school has not received an adequate explanation, a letter will be sent to the parent or carer requesting this information. The absences will remain unauthorised, until an adequate explanation is received. We will make use of all numbers held as additional contact details for each pupil. In exceptional circumstances, school may refer to the Education Welfare Service (EWS). However, should there be any concerns around well-being or safeguarding, a referral will be made to Children's Services.

10.0 Absence notes

Notes received from parents explaining absence will be kept for an academic year. If there are attendance concerns about the pupil, that may require further investigation, then the notes will be retained in line with education retention schedule; only the Head Teacher or their representative can authorise an absence and that further information such as a letter from a GP or Consultant may be required to support reasons given for absence.

11.0 Continuing and frequent absence

Within the school it is the responsibility of the class teacher/registration tutor or attendance officer to be aware of and bring attention to the Head Teacher (or person to whom they have delegated responsibility for attendance), any emerging attendance concerns.

In cases where a pupil begins to develop a pattern of absences, school will attempt to resolve the problem as soon as possible to avoid a referral being made to the Education Welfare Service (EWS).

The school acknowledge that for some pupils, a range of personal and / or complex circumstances can impact negatively on attendance. We will therefore aim to work with the pupil, family and partner agencies to help address any issues identified.

For unauthorised absences of 10 sessions or more in a rolling 12 week period (there are two sessions in a day, morning and afternoon) and following the issue of a warning letter and a period of monitoring, the school can request that the LA issue a FPN in accordance with the Local Code of Conduct.

12.0 Persistent absence

Welsh Government defines persistent absence as pupils whose absence level is more than 20% (80% attendance). Pupils with emerging attendance issues will be subject to an action plan to support their return to full attendance.

The action plan may be as part of the 'Callio' attendance monitoring model and will include engagement with relevant agencies that can support the pupil's attendance and could include the schools Education Welfare Officer (EWO).

13.0 Absence related to discrimination

A pupil's absence from school may be due to bullying, which can take many forms and can be direct (either physical or verbal) or indirect, for example, ignoring a pupil or not talking to them. Some of this bullying may be discriminatory.

It is against the law for a school, governing body or the LA not to take action where this type of bullying takes place between pupils and as a school, we are required to monitor and report on discriminatory incidents each term. Should the reason for a pupil's absence be related to any of the above issues, we must take action to deal with the situation.

14.0 Return from an absence

The school will ensure that appropriate action is taken for all pupils on return from an absence. This will include ensuring that the pupil is helped to catch up on missed work and brought up to date on any information that has been passed to the other pupils.

15.0 Attendance awards

The school will use various awards system to reward pupils who have good or improving attendance.

Any reward system must be meaningful to the children. The timing of rewards needs to be taken into account to ensure that the children can make the link between their attendance and any rewards.

16.0 Categorisation of absences

All pupils who are on role but not present in the school must be recorded within one of these categories.

- Authorised Absence
- Unauthorised Absence
- Approved Educational Activity

16.1 Unauthorised absence

This is for those pupils where no reason has been provided, or whose absence is deemed to be without valid reason.

16.2 Authorised absence

This is for those pupils who are away from school for a reason that is deemed to be valid; only the Head Teacher can authorise an absence. Apart from leave of absence for a holiday, these absences will include for example, sessions off where the Head Teacher has agreed with the LA, to issue a licence for the child or young person to take part in a specific entertainment performance or filming.

16.3 Approved educational activity

This covers types of supervised educational activity undertaken off the school site but with the approval of the school and or the LA.

This would include:

- Work experience placements
- Field trips and educational visits
- Sporting activities
- Link courses or approved education at another venue
- Education arranged by the Child and Adolescent Mental Health Service (CAMHS).

17.0 Education Other Than At School (EOTAS)

The provision where the pupil is expected to attend is responsible for accurately recording the pupil's attendance and chasing up non-attendance.

Arrangements are in place to identify pupils who are absent from providers of EOTAS, in order that the school where the pupil is registered can reflect any absences and apply the appropriate code.

18.0 Retention of records

Attendance regulations stipulate that attendance records should be retained for at least three years; however it is good practice to extend this period in line with the education record retention schedule.

19.0 Inspection of registers

The LA will formally inspect registers on a regular basis, to ensure there is compliance with legislation. It should be noted that registers are legal documents and it is an offence not to maintain accurate records.

20.0 Attendance targets

Each year the Head Teacher and governing body, will set absence targets and submit to the Local Authority by no later than 31st December in every school year.

The school and Governing body will make use of the attendance data available from the LA and EAS when setting its targets.

Our school targets are:

2023/24- 93%

21.0 Action Plan

The school will use the information as identified through the self evaluation toolkit (Appendix 2), in order to complete an action plan that will highlight what strategies we will use, to achieve our attendance targets.

22.0 Legislation and Guidance

The Education Act 1996 Part 1, Section 7 states:

The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable:

- (a) To his age, ability and aptitude and
- (b) To any special needs he may have either by regular attendance at school or otherwise.

For educational purposes the term 'parent' means natural parents and includes any person who has parental responsibility or has day to day care of the child.

Section 444 1, 1(a) and (ZA) contains the details of when an offence is committed if a child fails to attend school or alternative provision arranged by the Local Authority.

The Education (Penalty Notices) (Wales) Regulations 2013 set out the framework for the operation of the Fixed Penalty Notice scheme.

The Equalities Act 2010 (Statutory Duties) (Wales) Regulations 2011.

22.1. Registers and admission arrangements

- The Education (Pupil Registration) (Wales) Regulations 2010;
- The Education (School Day and School Year) (Wales) (Amendment) Regulations 2006.

22.2. Attendance targets

- The Education (School Performance and Unauthorised Absence Targets) (Wales) (Amendment) Regulations 2006.

23.0 Guidance documents relating to attendance

- All Wales Child Protection Procedures;
- All Wales Missing Child;
- Caerphilly Local Authority, Policy and Guidance on Attendance;
- Keeping Learners safe;
- The All Wales Attendance Framework;
- Local Code of Conduct relating to the Fixed Penalty Notice scheme;
- Statutory Guidance to help prevent children and young people from missing education (CME);
- Welsh Government guidance document 203/2016 Inclusion and Pupil Support;
- Welsh Government guidance document 215/2017: Supporting learners with healthcare needs;
- Welsh Government Guidance on penalty notices for regular non-attendance at school;
- Welsh Government Guidance on attendance codes (2010).

Further guidance on school attendance and support to learners, can be found by visiting: <http://gov.wales/topics/educationandskills/?lang=en>

Appendix 1 – Leave of Absence Request Form

Dear Parent / Carer

Leave of absence during term time will be discouraged. Parents and carers do not have the automatic right to withdraw their children from school for an annual holiday and will be reminded of the effect that absence can have on a pupil's potential achievement.

The school will consider any application for leave of absence, taking into account factors such as the time of year and overall attendance pattern of the pupil.

Parents and carers are advised that A Fixed Penalty Notice (FPN) may be issued by the Local Authority when there are more than 5 days unauthorised absences in a term. For more detailed information please refer to The Local Authority's Local Code of Conduct.

Attendance at the end of the year	Days missed from school
100%	0
99.5%	1
97.4%	5
95%	10
90%	19
87%	24
85%	28
80%	38
75%	47
70%	57
60%	76
50%	95
40%	114

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HOLIDAY ABSENCE REQUEST

Name of pupil:

Class:

First day of absence

--	--	--

Last day of absence

--	--	--

Reason for leave of absence during term time:

Contact telephone number: _____

Signed: _____ Date: _____
(Parent / Carer)

For School Use Only

Absence authorised

YES

☐

NO

☐

Current attendance (%)

Previous year's attendance (%)

Signed:

*Reason if NOT
authorised:*

Appendix 2 – Self Evaluation Toolkit



Self Evaluation Attendance

School:		Date:		
Challenge Advisor:				
Attendance	2023/24	2024/25	2025/26	
Attendance				
Quartile:				
% of FSM:				
Benchmark group:				
	2023/24	2024/25	2025/26	
Targets:				
If Estyn were to visit the school today, what judgement would they give on your attendance?	Excellent Very strong, sustained performance and practice	Good Strong features, although minor aspects may require improvement	Adequate: needs improvement Strengths outweigh weaknesses, but important aspects require improvement	Unsatisfactory: Needs urgent improvement Important weaknesses outweigh strengths

Policy	What further Action is required		By whom & when	Progress
Is the Attendance Policy updated to reflect any changes in legislation include attendance targets and ratified?	Y/N			
Is the Attendance Policy applied consistently at a cluster level?	Y/N			
Is attendance reflected in other policies e.g. Safeguarding Policy?	Y/N			
Are all policies available to Governors, parents and carers?	Y/N			

Strategic Planning, Managing and Improving Attendance	Summary and Impact		What further action is required, by whom & when	Progress
How does data inform strategic actions for school improvement planning?				
What strategies/ initiatives are currently being used for improving attendance and punctuality and are these embedded throughout the school?	Y/N			
What processes are in place for monitoring attendance and punctuality of all learners?				
Is there a balance of support and challenge in terms of attendance and punctuality?	Y/N			
The importance of attendance should be embedded within the culture of the school. Are all pupils mentored following an absence by all members of school, including subject tutors?	Y/N			
Are all pupils aware of: • Their own attendance and or target? • School target for attendance?	Y/N			

Strategic Planning, Managing and Improving Attendance	Summary and Impact		What further action is required, by whom & when	Progress
Is attendance part of induction for NQTs or new staff to the school?	Y/N			
What is the school's current policy when a pupil's attendance becomes a cause for concern?				
What processes are in place to follow up and track pupils to prevent absences becoming persistent? (below 85% attendance)				
Do you have agreed criteria for implementing early intervention strategies? E.g. • Formal discussion with pupils; • Parents; • Attendance/parenting contract; • Individual learning Plan	Y/N			
Are there regular meetings between the Attendance Lead for the school and the Education Welfare Service (EWS)?	Y/N			
Are you keeping a chronology of events that inform formal referrals to the EWS?	Y/N			

Strategic Planning, Managing and Improving Attendance	Summary and Impact		What further action is required, by whom & when	Progress
Does the attendance policy give clear guidance on authorisation of holidays during term time? • What is the benchmark for authorisation? • How has this been relayed to parents? • What were the numbers of days lost last year?	Y/N			
Does the attendance policy make specific reference to Children Missing Education (CME)	Y/N			
Has the school introduced attendance panels? (these also form part of the 'Callio' attendance monitoring model)	Y/N			
What are the school's re-integration strategies for persistent or long term absentees?				
Do you reward good and improved attendance?	Y/N			

Strategic Planning, Managing and Improving Attendance	Summary and Impact	What further action is required, by whom & when	Progress
Describe your transition arrangements between all Key stages? • What information is shared? • What strategies are in place for identified poor attendees? • Other issues?			

SIMS and Registration Practices	What further Action is required	By whom & when	Progress
Does all staff apply attendance codes consistently and accurately?	Y/N		
Are reasons for absences accurately recorded in the SIMS comments reporting facility?	Y/N		
Do your current procedures ensure that supply staff implements your school's policy for managing attendance?	Y/N		
Does an identified member of SMT have responsibility for challenging parents and carers for late arrivals?	Y/N		

Does an identified member of SMT have responsibility for attendance to avoid absences becoming persistent?	Y/N			
Does school promote to parents the importance of attendance as part of the induction into nursery?	Y/N			

Monitoring and Evaluating	Summary and Impact		What further action is required, by whom & when	Progress
Who in the school is taking the lead for evaluating attendance?	Y/N			
Is attendance data for vulnerable groups analysed and reported discretely?	Y/N			
What specific evaluation is undertaken to identify key reasons for absences?				
Which days of the week, half term or term have the lowest attendance? What are the factors that influence these?				
(Secondary schools only) What sanctions are in place for post registration truancy?				

School should consider a specific keep-safe plan for identified individuals.				
Are attendance and the impact on attainment specifically analysed and monitored?	Y/N			
Do you have intervention support for poor attendees in terms of literacy and numeracy?	Y/N			
Communication	Summary & Impact		What further action is required, by whom & when	Progress
Listening to Learners: Have you undertaken a survey around the views of pupils on attendance? What action has been taken based on the outcome of this and what has been the impact?	Y/N			
Have you consulted the school council on improving attendance initiatives and how are they effectively communicated to their peers/classes?	Y/N			
Parents & Carers: Have you undertaken a survey around the views of parents and carers on attendance?	Y/N			

What action has been taken based on the outcome of this and what has been the impact?				
How is the importance of attendance being promoted?				
How is good practice shared with other schools?				
Can school identify the impact training has been on: • Clerk; • Class teachers; • Governing body	Y/N			
What other information would school find useful?				