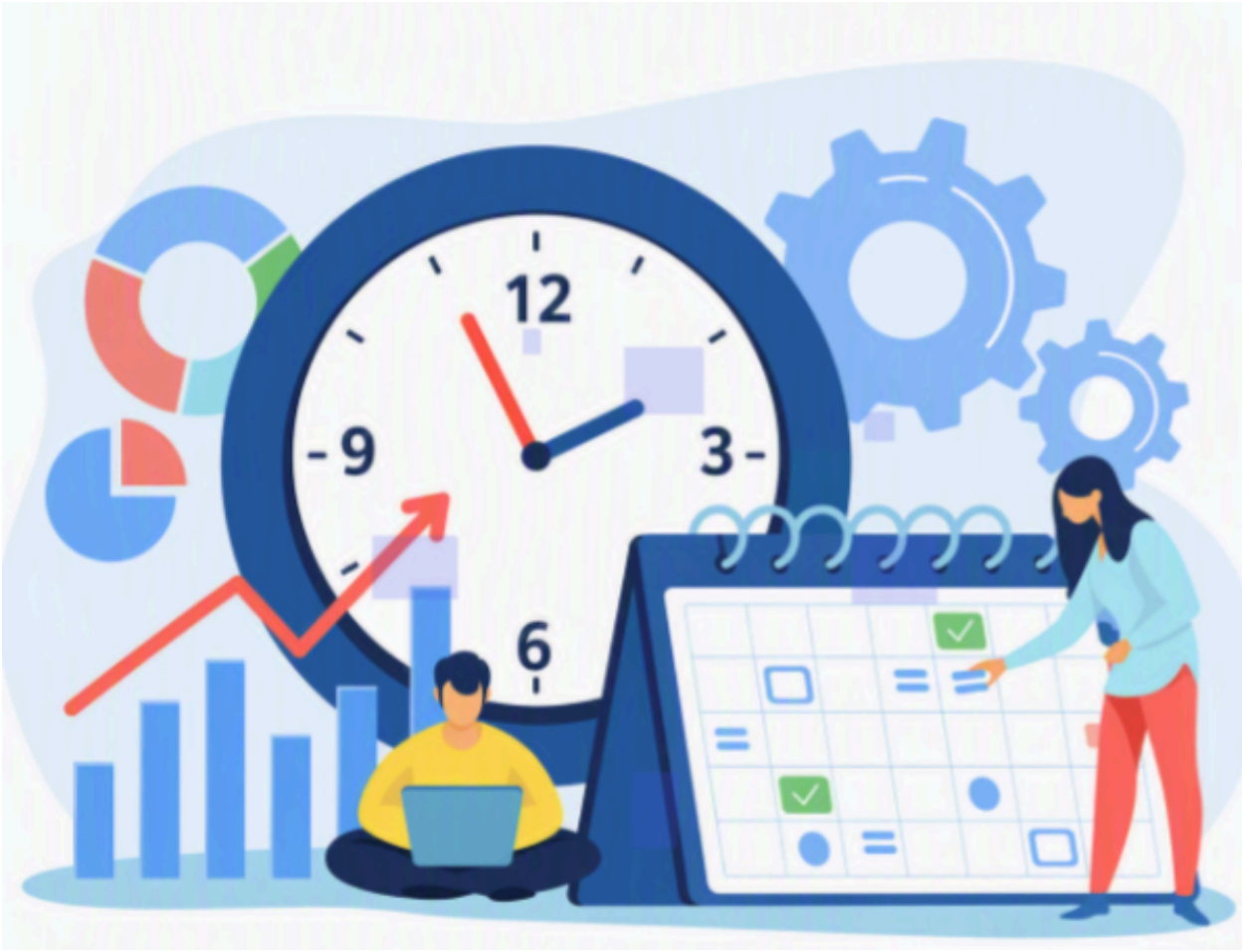
# William Reynolds Primary School and Nursery




# Attendance Policy 2026-27
# Support and Guidance

# Implementation

At William Reynolds Primary School and Nursery, we believe that excellent attendance is the foundation for children to achieve their full potential. Our attendance policy is designed to promote a culture where every child feels encouraged, supported and inspired to attend school regularly and on time.

Through our school vision of **Belong, Believe, Succeed**, we recognise that attendance is about much more than being present in school; it is about ensuring every child has the opportunity to access high-quality learning, develop positive relationships and participate fully in school life.

**Belong**
We aim to create a welcoming, inclusive and nurturing environment where every child feels safe, valued and connected to our school community. Good attendance helps children develop friendships, build a sense of belonging and engage fully in the wider life of the school.

**Believe**
We encourage children to believe in themselves and their ability to succeed. Regular attendance supports the development of confidence, resilience and positive learning behaviours, enabling children to overcome challenges and achieve their personal goals.

**Succeed**
We are committed to ensuring all children have the best possible opportunities to succeed academically, socially and emotionally. Consistent attendance maximises learning time, supports progress and helps children develop the knowledge, skills and experiences needed for future success.

By working in partnership with children, parents, carers and external agencies, we aim to remove barriers to attendance, foster positive relationships and establish high expectations for all. We are committed to ensuring that every child is present, punctual and ready to learn each day because we believe that:

# Implementation

To implement our attendance policy effectively, we will take the following actions:

**Clear Communication**: Ensure that all parents, guardians, and children are informed of the attendance expectations through regular communication channels, including the school website, newsletters, and parent-teacher meetings.

**Monitoring and Recording**: Accurately monitor and record daily attendance using a standardised system. Teachers will take attendance each morning and after lunch, promptly reporting any absences to the school administration.

**Early Intervention**: When attendance issues arise, the school will promptly contact parents or guardians to discuss the concerns, understand any barriers to attendance, and collaboratively develop strategies to improve attendance.

**Support and Encouragement**: Provide a supportive environment for children and families by offering resources and assistance to address any challenges that may affect regular attendance.

**Positive Reinforcement**: Recognise and celebrate good attendance with incentives such as certificates, assemblies, and classroom rewards, reinforcing the value of regular attendance.

**Consistent Follow-Up:** For families with ongoing attendance challenges, the school will implement a consistent follow-up process, involving meetings with families, personalised attendance plans, and, when necessary, involvement of external agencies to ensure every child has the opportunity to attend school regularly and benefit from their education.

By consistently applying these measures, William Reynolds Primary School and Nursery aims to create a positive culture of attendance that encourages all students to participate fully in their educational experience.

# Impact

At William Reynolds Primary School and Nursery, we recognise that regular attendance plays a vital role in ensuring children achieve their full potential. Through the effective implementation of this policy, we aim to secure positive outcomes for all children, families and the wider school community.

**Improved Academic Outcomes**
Regular attendance enables children to access the full curriculum, participate in high-quality learning experiences and make sustained progress over time. Consistent attendance reduces gaps in learning and supports children in achieving their best academically.

**Stronger Social and Emotional Wellbeing**
Attending school regularly helps children develop positive relationships with their peers and adults, increasing their sense of belonging, confidence and emotional wellbeing. Children are better able to engage in school life and feel connected to their learning community.

**Development of Positive Life Skills**
Good attendance encourages children to develop important personal qualities, including responsibility, independence, punctuality and resilience. These skills support success both in school and throughout later life.

**Strengthened Family-School Partnerships**
Through open communication, early intervention and a supportive approach, we aim to strengthen relationships between home and school. Working together allows us to identify and overcome barriers to attendance and ensure children receive the support they need.

**Reduced Persistent Absence**
By closely monitoring attendance, providing targeted support and implementing appropriate interventions, we aim to reduce persistent absence and ensure that all children have equitable access to educational opportunities.

**A Positive Culture of Attendance**
By promoting the importance of attendance and celebrating success, we aim to create a culture where children value being in school and understand the link between attendance, achievement and future aspirations. Every child will feel encouraged, supported and motivated to attend regularly.

By implementing this policy, William Reynolds Primary School and Nursery aims to improve attendance, strengthen engagement, raise achievement and create a positive school culture where every child has the opportunity to Belong, Believe and Succeed.

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# 1. Aims

William Reynolds Primary School and Nursery is committed to ensuring every child attends school regularly, punctually, and feels a strong sense of belonging. Our approach combines statutory expectations from the Department for Education (DfE) Working Together to Improve School Attendance (2026) with the principles of the Inclusive Attendance Framework.

We recognise that attendance is not simply about compliance; it is about connection, inclusion, and removing barriers so that every child can thrive.

This policy aims to:

- Promote a whole-school culture of excellent attendance
- Ensure full compliance with DfE statutory guidance
- Reduce persistent and severe absence
- Ensure every pupil accesses full-time education
- Identify and remove barriers to attendance
- Act early to address patterns of absence
- Strengthen partnerships with families and agencies

# 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: July 2026 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 Education (Penalty Notices) (England) (Amendment) Regulations 2007

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools
- Early Years Statutory Framework

# 3. Our Inclusive Attendance Approach

To strengthen our inclusive attendance approach, we implement a clearly defined Multi-Tiered System of Support (MTSS). This ensures that attendance is not treated as a one-size-fits-all issue, but as a continuum where increasing need triggers increasingly personalised support.

**Core Principles of MTSS at William Reynolds Primary School**

- **Prevention first:** A strong universal offer reduces the need for intervention
- **Early identification:** Data is used proactively to identify emerging risk
- **Graduated response:** Support increases in intensity based on need
- **Relational practice:** Strong relationships underpin all tiers
- **Multi-agency working:** External partners are engaged where required

**Tier 1 - Universal (Wave 1: All Pupils)**

**Purpose:** To create a culture where excellent attendance is the norm and every child feels they belong.

**Provision includes:**

- High-quality, engaging teaching that promotes attendance
- Strong routines, consistency and expectations
- Clear communication with families about attendance expectations
- Whole-school rewards and recognition systems
- Positive relationships between staff, pupils and families
- Inclusive curriculum and environment that promotes belonging

**Monitoring at Tier 1:**

- Daily attendance tracking
- Whole-school and class-level analysis
- Identification of pupils approaching risk threshold (10 days absence)

**Outcome:** Most pupils maintain high attendance without requiring additional intervention.

**Tier 2 - Targeted Support (Wave 2: Early Help)**

**Purpose:** To provide early intervention when attendance begins to decline or risks are identified.

**Trigger:**

- Between 11-18 days absent from school and/or emerging patterns.

**Provision includes:**

- Attendance monitoring discussions with parents
- Individual attendance targets
- Targeted pastoral support
- Mentoring or check-in systems
- Adaptations to routine or environment
- Early Help referrals where appropriate

**Key Approach:**

- Identify and remove barriers (e.g. anxiety, family challenges, transport issues)
- Work collaboratively with families in a non-judgemental way

**Monitoring at Tier 2:**

- Weekly review of attendance data
- Regular review meetings/phone calls with families

**Outcome:** Most pupils improve attendance and do not increase day absent.

# 3. Our Inclusive Attendance Approach

**Tier 3 – Intensive Support (Wave 3: High Need)**

**Purpose:** To provide coordinated, multi-agency support for pupils with persistent or severe absence.

**Trigger:**

- Persistent absence (19+)
- Severe absence (95+ days)
- Significant safeguarding concerns or complex barriers

**Provision includes:**

- Multi-agency involvement (LA, social care, CAMHS, Early Help)
- Individualised attendance and reintegration plans
- Flexible or phased provision (time-limited and reviewed regularly)
- SEND-informed strategies and reasonable adjustments
- Frequent home-school communication and home visits

**Key Approach:**

- Holistic understanding of the child and family context
- Clear accountability and coordinated planning across agencies

**Monitoring at Tier 3:**

- Daily monitoring and communication for high-risk pupils
- Regular multi-agency review meetings
- Senior leader oversight
- Attendance support meetings, with possible multi-agency involvement

**Outcome:** Improved engagement, reduced absence, and sustained reintegration into full-time education.

**Movement Between Tiers**

Pupils move fluidly between tiers depending on need. The aim is always to:

- Intervene early to prevent escalation
- Reduce the need for intensive intervention
- Support reintegration back to universal provision

# 4. Roles and Responsibilities

**4.1 The local 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:
    i. Making sure the school records attendance accurately in the register, and shares the required information with the DFE and local authority.
    ii. Making sure the school works effectively with local partners to help remove barriers to attendance, and keep 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.

The lead governor for attendance is **David Speakman, Chair of Governors.**

# 4. Roles and Responsibilities



**4.2 The headteacher**

**The headteacher is responsible for:**

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- 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

**4.3 The designated senior leader responsible for attendance**

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of 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

**The designated senior leader responsible for attendance is Ruth Angeloff and can be contacted by calling the main school office on 01952 388380.**

# 4. Roles and Responsibilities

**4.4 The Education Welfare Officer (EWO)**

The school EWO is responsible for:

- Ensure daily registers are completed accurately
- Review group absence lists alongside the senior leader for attendance on a daily basis
- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Follow escalation systems that may lead to legal proceedings from School Attendance Letters (SAL) through to AST processes.



The EWO is Melanie O'vens and can be contacted via the contacts below:

**Email** melanie.oven2@taw.org.uk
**Phone** 01952 388280

**4.5 Class teachers**

Class teachers are responsible for:

- Taking the register at the start of each session in a timely manner
- Recording attendance for both sessions on a daily basis
- Using the correct codes for recording (see Appendix 1)
- Submitting this information to the office within 5 minutes of the registers closing
- Informing the office of any reasons for absence reported to them at the classroom doors
- Informing the EWO if the are concerned about a child's absence or if a child's absence seems suspicious
- Promote good attendance and punctality on a daily basis
- Engage in pupil progress meetings and consider how attendance is impacting the outcomes of pupils in their class
- Engage in discussions with parents about the impact absence in having on their child's development
- Identify and refer families for Early Help and Support effectively
- Support the implementation of any targeted attendance support
- Formally report to parents on this through Annual Reports.

# 4. Roles and Responsibilities

**4.6 School admin staff**

School admin staff will:

- Complete attendance checks each day after the registers close
- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the EWO or pastoral leads where appropriate, in order to provide them with more detailed support on attendance
- Make calls to parents to ascertain reasons for absence based on the priority groupings within the targeted timescales.
- Add attendance comments for absence pupils in the appropriate sessions and update codes in line with the latest coding guidance.
- Run the commented attendance reports for Red, Amber and Green groups and email them to the EWO and senior leader responsible for attendance. This should happen each morning for children in the main school and for each nursery session (am and pm).

**4.7 Parents/Carers**

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 9am 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 and more than 2 for children in EYFS
- Ensure that, where possible, appointments for their child are made outside of the school day
- Ensure that, where possible, their child attends school before and/or after appointments that have been taken in the school day
- Keep to any attendance contracts or plans that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting Mel O'vens.

# 4. Roles and Responsibilities

**4.8 Pupils**

Pupils are expected to:

- Attend school every day, ready and on time.

# 5. Recording Attendance

**5.1 Attendance register**

We will keep an electronic attendance register, and place all pupils onto this register. We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024 (see Appendix 1 for codes), 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

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

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

Nursery sessions start at 8.30am and 12.30pm. **Pupils must arrive by 8.45am and 12.45pm.** The school day starts at 8.45am and ends at 3.15pm. **Pupils must arrive in school by 8.45am** on each school day. However, school doors will open at 8.35am and we strongly recommend that children arrive at this time. The register for the first session will be taken at 8.45am and the register for the second session will be taken at 1.05pm.

# 5. Recording Attendance

**5.2 Unplanned absence**

The pupil's parent **must** notify the school of the reason for the absence on the first day of an unplanned absence by 9.00am, or as soon as practically possible, by calling the school office staff, who can be contacted via telephone on 01952 388280.

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.

Where the absence is longer than 3 days, or there are doubts about the authenticity of the illness, the school will 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.

**5.3 Planned absence**

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 and provides the school with evidence such as paper or electronic copies of appointment cards and letters etc.

We encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Please complete the Request for Leave of Absence form that is available on the website or as a paper copy from the school office. Go to section 5 to find out which term-time absences the school can authorise.

**5.4 Lateness and punctuality**

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

William Reynolds Primary School and Nursery recognises the importance of punctuality and its impact on a pupil's education. Persistent lateness is treated similarly to irregular attendance under the law, and parents/carers may be prosecuted if lateness continues unresolved. Being late regularly not only disrupts the pupil's own learning but also affects their classmates.

Lateness can indicate deeper issues at home, such as a disorganised routine or challenges in setting firm boundaries. In such cases, pupils may lose their attendance mark for the session, resulting in an unauthorised absence. We acknowledges that some lateness may be beyond the pupil's control, and it's crucial to understand the underlying causes.

# 5. Recording Attendance

**5.4 Lateness and punctuality continued**

The school strives to balance being supportive and addressing lateness firmly. By working in partnership with parents and pupils, William Reynolds aims to resolve the causes of lateness. The school also encourages punctuality through incentive schemes, regularly reviewing their effectiveness.

If lateness is due to difficulties at home, the school may refer families to outside agencies or voluntary services, or consider an Family Help Assessment to provide additional support.

**5.5 Following up unexplained absence**

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

- Call the pupil's parent 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 complete a home visit. Please refer to Appendix 2 which outlines the First Day Calling Procedures and the schools safeguarding response to absence.
- 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 (refer to appendix 2 – first day contact procedures). If absence continues, the school will involve the education welfare officer
- Where relevant, report the unexplained absence to relevant external professionals such as social workers etc
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with the school will follow the guidance of Telford and Wrekin Council. This may include us issuing a notice to improve, a penalty notice or other legal intervention (see section 5.2).

**5.6 Reporting to parents/carers**

The school will regularly inform parents/carers about their child's attendance and absence levels at least termly via parent consultation meetings and the end of year report. This will include written information about your child's attendance and the impact of attendance on their progress and attainment.

Where attendance is identified as a concern, you may receive information more regularly i.e. half-termly reports/meetings.

# 6. Authorised and Unauthorised Absence

**6.1 Approval for term-time absence**

It is only the Headteacher (or delegated member of School Staff) who has the discretion to authorise any request for leave in term time and it is also they that decide the duration of that leave. Parents must submit a request for leave in term time to the school, allowing ample time for consideration to be given. Any circumstances that parents wish to be considered should be included in the request. Holidays should not be booked before permission is granted. The legislation does not allow for any school to adopt a blanket ban, all requests for leave in term time will be considered to determine if there are exceptional circumstances and parents must be notified of that decision.

Parents should always apply to the Headteacher for any request for leave in term time by completing a request form available from the school, at least four weeks before. (DfE guidance states schools should not authorise leave retrospectively so any leave in term time taken without a request being submitted will be unauthorised absence)'.

In developing and publishing the National Framework, the Government renewed appeals to parents not to take their children out of school during term time. The Governors and Headteacher of this school support this initiative. The legislation does not allow for blanket bans, therefore all requests for leave in term time will be considered. However, in line with the Education (Penalty Notices) (England) Regulations 2007, The School Attendance (Pupil Registration) (England) Regulations 2024, DfE guidance 'Working Together to Improve School Attendance - July 2026, National Framework for Penalty Notices 2024 and local Code of Conduct, students will only be given permission to take leave in term time if there are exceptional circumstances. The DfE Guidance- Working Together to Improve School Attendance (amended July 2026) states that: Generally, the DfE does not consider the need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance. (Paragraph 37.)

Each application for leave in term time will be considered and if it is agreed and authorised the Headteacher will determine the duration of any leave. However, if the application is not agreed and the absence occurs the dates will be unauthorised. Parents will be notified of any decision in writing. This notification may be hand delivered directly to the parent, emailed to the registered email address of the parent held on school records or posted to the parents' home address.

As a school we are asked to inform you that in line with Telford and Wrekin Council Policy, if your child is absent for 10 school sessions within a 10 week rolling period and that absence is unauthorised, you may be subject to a Penalty Notice fine, criteria is as detailed in the 'Penalty Notice' section of this policy.

# 6. Authorised and Unauthorised Absence

**6.2. Exceptional Circumstances**

The headteacher will only grant a 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
- A temporary, time-limited part-time timetable
- Exceptional circumstances

We define 'exceptional circumstances' as situations that are unusual, rare, or out of the control of the pupil or their family, making it necessary for the pupil to miss school. While these can vary depending on individual circumstances, here are some common examples:

- **Medical Reasons:** Serious illness or injury, hospitalisation, surgery, or other urgent medical treatments that require the child to stay at home or in a healthcare facility. Mental health crises may also be considered under this category.
- **Bereavement**: The death of a close family member or a loved one. Some schools may allow absences for attending funerals, memorial services, or for grieving.
- **Family Emergencies**: Urgent situations such as accidents, natural disasters, or family crises that require the child's presence or immediate attention.
- **Legal Obligations:** Court appearances, immigration hearings, or other legal matters that necessitate the child's absence.
- **Extraordinary Opportunities:** Unique, educational experiences that may justify an absence, such as representing the school or community in a national competition, or participation in a significant cultural, educational, or sporting event.
- **Temporary School Closure:** Situations like severe weather, health pandemics, or safety threats (e.g., fire, flooding) that lead to the temporary closure of the school.
- **Personal Circumstances:** In some cases, personal reasons such as attending a family wedding, moving house, or attending a special event may be considered, but these often require prior approval.

The school considers each request for term-time absence on its individual merits, taking account of the circumstances, relevant context, and the pupil's attendance record. Parents should submit requests in advance wherever possible and provide appropriate evidence or a valid reason.

Other valid reasons for authorised absence include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart.

# 6. Authorised and Unauthorised Absence

- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed.

**6.2 Sanctions**

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed over the next week pages – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

# 6. Authorised and Unauthorised Absence

**6.3. Penalty notices**

In July 2026 the DfE reviewed and amended the 'Working Together to Improve School Attendance' statutory guidance. This guidance sits alongside the 'National Framework for Penalty Notices' which the Government introduced in August 2024 and 'The School Attendance (Pupil Registration) (England) Regulations 2024' and the Education (Penalty Notices) (England) Regulations 2007.

In Telford & Wrekin it is the delegated responsibility of the Attendance Support Team to issues Penalty Notices following referrals from schools, and only they can issue Penalty Notices relating to school absence.

The government introduced changes in legislation from August 2024 that parents need to be aware of:

- If your child has 10 sessions of unauthorised absence in a 10 school week rolling period, you may be issued with a Penalty Notice. These 10 sessions may include any unauthorised absence, including leave in term time and sessions do not have to be consecutive.
- If in an individual case the local authority believes a Penalty Notice would be appropriate, they retain the discretion to issue one before the threshold is met, so for eight sessions of unauthorised absence. This might apply for example, when parent(s) are deliberately or purposefully avoiding the national threshold by taking several term time holidays below threshold, or for repeated absence for events such as birthdays and taking their child out of school, or when there are only four pupil days in school and the fifth day is for example a PD day or bank holiday
- Penalty Notices increased to £160 from August 2024. This can be reduced to £80 but only for the first Penalty Notice issued, if paid within 21 days – this reduction does not apply to any subsequent Penalty Notice.
- Any 2nd Penalty Notice, to the same parent for the same child, issued within three years of the date of the first Penalty Notice will be charged at a flat rate of £160
- A third Penalty Notice will not be issued within a three-year rolling period, to the same parent for the unauthorised absence of the same child, - alternative action or legal measures will be utilised for subsequent offences.
- Penalty notices are intended to prevent the need for court action and should only be used where it is deemed likely to change parental behaviour and support to secure regular attendance has been provided and has not worked or been engaged with, or would not have been appropriate in the circumstances of the offence (e.g. as is usually the case for an unauthorised holiday in term time).
- In some circumstances a 'Notice to Improve' may be issued – However, a Notice to Improve will only be used in cases where support is appropriate. They will not be issued in cases of unauthorised leave in term time for holidays, where information for parents is included in schools' attendance policy and on school's website, or a warning by the school that a Penalty Notice could be issued if unauthorised leave in term time is taken will suffice.

# 6. Authorised and Unauthorised Absence

**Penalty notices continued...**

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).

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. 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. 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.

# 6. Authorised and Unauthorised Absence

**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

# 7. Promoting Attendance

At William Reynolds Primary School and Nursery, we have a range of strategies to encourage good attendance.

These include:

- Daily attendance Dojo points
- Dojo points for attending school for a full week
- Weekly attendance assemblies
- Weekly attendance nominations and rewards
- Attendance reports
- Free Breakfast Club
- Soft start with pastoral team

# 8. Supporting pupils who are absent or returning to school

**8.1 Pupils absent due to complex barriers to attendance**

At William Reynolds Primary School and Nursery, we are committed to ensuring that all pupils have access to a high-quality education and the support they need to achieve their full potential. We recognise that some pupils face complex barriers to attendance, which can include medical conditions, mental health challenges, family circumstances, or other external factors. Our approach is centred on understanding these barriers, working collaboratively with families, and implementing tailored strategies to remove any in-school obstacles that may prevent regular attendance.

Our Approach Includes:

- **Individualised Support Plans**: For pupils identified with complex barriers to attendance, we develop individualised support plans in collaboration with families, teachers, and relevant professionals. These plans consider the specific needs of the pupil, outline agreed-upon strategies, and establish clear goals for improving attendance.
- **Close Collaboration with Families**: We believe that working closely with families is essential to understand the unique challenges each pupil faces. We maintain open lines of communication, offering regular meetings and updates to ensure parents and carers are actively involved in developing and reviewing attendance strategies.
- **Designated Support Staff:** Our dedicated attendance officer, pastoral team, and special educational needs coordinator (SENDCo) work together to provide targeted support. They are trained to recognise and address the complex factors affecting attendance and are available to provide guidance, support, and referrals to external services as needed.
- **Removing In-School Barriers:** We actively identify and address in-school barriers to attendance. This includes ensuring a safe and welcoming school environment, providing reasonable adjustments for pupils with disabilities, promoting positive relationships, and fostering a culture of inclusion and understanding. Additional support such as mentoring, counselling, and peer support programs are available to help pupils feel more connected and engaged.
- **Intervention and Monitoring:** Regular monitoring of attendance data helps us identify early signs of persistent absence. We use this data to trigger early intervention, which may involve meetings with families, referrals to external agencies, or in-school adjustments to better support the pupil.
- **Training and Awareness:** All staff receive ongoing training to better understand the range of factors that may affect attendance, including mental health challenges, trauma, and socio-economic factors. This ensures that staff are equipped to respond empathetically and effectively.
- **Access to External Agencies:** When necessary, we collaborate with external agencies, such as healthcare providers, social services, or local education authorities, to provide relevant support to children and families.

# 8. Supporting pupils who are absent or returning to school

**8.2 Pupils absent due to mental or physical ill health or SEND**

We are dedicated to providing a caring, inclusive, and supportive environment for all our pupils, including those who face challenges related to mental or physical ill health or special educational needs and disabilities (SEND). We recognize that these pupils may require additional support and adjustments to ensure their full participation in school life and their continued progress in learning. Our approach emphasises working closely with families, offering individualised support, and implementing reasonable adjustments to meet the needs of each pupil. In addition to the approach detailed above, we can also offer:

**Reasonable Adjustments:** We are committed to making reasonable adjustments to ensure that all pupils can access the curriculum and participate fully in school life. This may include providing additional time for tasks or assessments, adapting learning materials, modifying the physical environment, offering a flexible timetable, or providing assistive technology.

**Flexible Learning Options**: To support pupils who may be unable to attend school full-time due to their health or SEND, we offer flexible learning options. This could involve a phased return to school or a part-time attendance for a limited period depending on what is most appropriate for the pupil's circumstances.

**Additional Support Services:** We offer a range of additional support services, such as:

- Pastoral Support: Our pastoral team is available to provide emotional and practical support to pupils and their families. This may include one-on-one wellbeing check ins, referrals to the mental health team, parental meetings
- Specialist Interventions: For pupils with specific needs, we provide access to specialist staff, such as our Special Educational Needs Coordinators (SENDCo), teaching assistants, or external professionals like speech and language therapists, occupational therapists, or educational psychologists.
- Health and Wellbeing Programs: We implement programs to promote mental health and wellbeing across the school. These include mindfulness sessions, resilience training, and social-emotional learning activities.

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

**8.3 Pupils returning to school after a lengthy or unavoidable period of absence**

Returning to school after a long absence can be challenging. Millbrook provides a welcoming environment and works closely with families to ensure a smooth transition. Emotional and pastoral support is available, with regular monitoring and communication to help your child successfully reintegrate into school life.

# 9. Attendance Monitoring

At William Reynolds Primary School and Nursery, we systematically monitor attendance, absence, and punctuality using a secure digital system. Data is reviewed daily by our attendance officer to identify patterns and concerns. Weekly and monthly reports provide insights at individual, class, and school levels, helping us track trends like frequent absences or lateness. Our senior leadership team reviews this data to improve strategies, while pastoral care teams coordinate timely responses. We collaborate with families to address any issues, creating personalised action plans to support pupil engagement and success.

**9.1 Monitoring attendance**

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level. Specific pupil information will be shared with the DfE on request. The school has granted the DfE access to it's 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.
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.

**8.2 Analysing attendance**

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, 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 half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

# 9. Attendance Monitoring

**9.3 Using data to improve attendance**

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- 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 the special educational needs co-ordinator, designated safeguarding lead and pupil premium lead)
- 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.

**9.4 Reducing persistent and severe absence**

There are 190 possible school days within a year. Persistent absence is where a pupil misses 19 days or more of school within that year, and severe absence is where a pupil misses 95 days or more of school within that year. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- 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:

1. Discuss attendance and engagement at school
2. Listen, and understand barriers to attendance
3. Explain the help that is available and offer possible support options
4. Explain the consequences of, and sanctions for, persistent and severe absence
5. 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. Monitoring Arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Ruth Angeloff. At every review, the policy will be approved by the full governing board.

This policy was last reviewed in September 2026.

# 11. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Policy for Positive behaviour
- Early Years policy

# Appendix

# Appendix 1: Attendance Codes

## Commonly used codes

| Code | Definiton | Scenario |
|---|---|---|
| / | Present (am) | Pupil is present at morning registration |
| \ | Present (pm) | Pupil is present at afternoon registration |
| L | Late Arrival | Pupil arrives late before the register has closed |

## Attending a place other than school

| Code | Definition | Scenario |
|---|---|---|
| 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 |

# Appendix 1: Attendance Codes

## Absent - Leave of absence

| Code | Definition | Scenario |
|---|---|---|
| **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 |

# Appendix 1: Attendance Codes

## Absent - other authorised reasons

| Code | Definition | Scenario |
|---|---|---|
| **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 |

# Appendix 1: Attendance Codes

## Absent - unable to attend school because of unavoidable causes

| Code | Definition | Scenario |
|---|---|---|
| **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:<br>·In police detention<br>·Remanded to youth detention, awaiting trial or sentencing, or<br>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 |

# Appendix 1: Attendance Codes

## Absent - unauthorised absence

| Code | Definition | Scenario |
|---|---|---|
| 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

| Code | Definition | Scenario |
|---|---|---|
| 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 |

**The following codes are taken from the DfE's guidance on school attendance.**

# Appendix 2: Safeguarding Response to Absence

## Stage 1 – Registration

Registration occurs at the start of morning and afternoon sessions, and must be completed within 5 minutes of the session starting. Accuracy is crucial, and no pupil should be marked present unless physically in the room or given permission to be absent. Late arrivals within the registration period are marked as late ("L"), but those arriving after it closes at 9.15am are marked with unauthorised absence ("U"), unless they provide a valid reason.

William Reynolds uses ARBOR MIS to monitor attendance, generating reports that identify trends and support attendance tracking, especially for vulnerable pupils or persistent absentees.

Using an MIS system will not by itself improve attendance. It does, however, provide an accessible, accurate and easy to use record of data and information relating to the individual pupil or whole school attendance in the form of data reports, these may include:

- a daily report of all absentees
- a register over any given time which codes all absences allowing the reader to quickly identify patterns and trends in authorised and unauthorised absences
- an individual registration certificate per pupil which can be produced at any time in the school year and includes information on total percentage attendance, absence and punctuality
- an absence-mapping facility which can be used to check a pupil's attendance against another pupil, or a group of pupils' attendance if there is a suspicion of multiple truancy
- a record of attendance for each class over any given period of time which will provide a percentage attendance figure for each session and data which could identify patterns of absence for individuals as well as the whole class.
- individual reports for vulnerable pupils and vulnerable groups of pupils.
- A list of all pupils who are persistent absentees (19+ days) or severely persistent absentees (95+ days).

The school should follow up any absences to:

- Ensure the proper safeguarding action is taken,
- Ascertain the reason,
- Identify whether the absence is approved or not; and,
- Identify the correct code to use before entering it on to the school's electronic register, or management information system which is used to download data to the School Census.

# Appendix 2: Safeguarding Response to Absence

## Stage 2 - First Day Contact

**At William Reynolds Primary School, we use a simple RAG (Red, Amber, Green) system to make sure every pupil and family gets the right support if your child is absent.**

**The GREEN and AMBER process is as follows: If no contact is received from the parents/carers of an absent child on the first morning of absence we will follow 'first day contact' procedures and contact the parent by telephone and later text/email message.**

**The RED process is as follows:**
**Phone call to be made by 10am.**

| Pupil focus group | Definition/Criteria | School action |
|---|---|---|
| **Complex/Acute** | • EHCP<br>• LAC<br>• CSE<br>• CCE<br>• Social Workers<br>• CP Plan<br>• Child in Need<br>• S47 Investigation Mental Health linked to suicide risk (Family/pupil)<br>• Court involvement around attendance | In addition to first day contact or in the case we do not hear from parents/carers:<br>**School may need to make face to face contact** with child and family and complete a home visit as part of our safeguarding procedure<br>Will contact and update linked external agencies<br>**Repeat visits may take place** if the child is absent for more than a few days. |
| **Vulnerable/Monitored universal** | • Severe and Persistent absenteeism<br>• Working with external agency<br>• Family concern<br>• Early Help Support<br>• AST involvement<br>• Police investigation | In addition to first day contact or in the case we do not hear from parents/carers:<br>**School may need to make face to face contact** with child and family and complete a home visit after 3 days as part of our safeguarding procedure<br>Will contact and update linked external agencies |
| **Universal** | • All other children in school through discussion with a Senior Leader | In addition to first day contact:<br>**School may need to make face to face contact** with child and family and complete a home visit after 5 days as part of our safeguarding procedure |

# Appendix 2: Safeguarding Response to Absence

## First Day Calling Procedure

Keeping you informed. Keeping our pupils safe.



**RED RULE**

**If we haven't heard from you...**

- All pupils must be seen either through a visit or video call each day of absence.
- Phone calls made by 10:00am.
- Attendance updated on Arbor by 10:10am.
- Attendance report at 10:15am.
- Daily attendance RAG meeting with Attendance Action Group.
- Attendance officer carries out home visits by 11:45am – must see pupil.
- If no contact made at visit/video call and escalate to lead DSL.
- Details recorded on ARBOR and CPOMS.



**AMBER RULE**

**If we haven't heard from you for 3 days...**

- All pupils must be seen either through a visit or video call every 3 days of absence.
- Phone calls made by 10:15am.
- Attendance updated on Arbor by 10:30am.
- Daily attendance RAG review.
- Home visits.



**GREEN RULE**

**If we haven't heard from you for 5 days...**

- All pupils must be seen either through a visit or video call every 5 days of absence.
- Phone calls made by 10:15am.
- Attendance updated on Arbor by 10:30am.
- Daily attendance RAG review.
- Home visits.

Thank you for helping us keep our children safe and supported.

**Questions?**

Please contact the school office if you need any support.



# Appendix 3: School Attendance Concern Procedure



# Appendix 4: Inclusive attendance approach

